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ABSTRACT

This curriculum guide is designed to assist teachers and supervisors in introducing lower elementary students to the MS DOS computer and the word processing program PC Write. Accompanying this guide are two program disks: PC Write, which is a public domain word processing program and Disk Care, which reinforces rules for caring for disks. The guide begins by introducing students to computers: where and how they are used, hardware and software, and the proper handling of disks and computer lab equipment. After learning basic computer skills such as loading, saving, and formatting disks, students are introduced to specific word processing skills such as centering, block commands, and searching. Each lesson is followed by worksheets which reinforce what was taught in the lesson. Following the basics are lessons which use the computer as a writing and editing tool, encouraging the student to create poetry, short stories, and a newspaper. It is suggested that the book be used sequentially after the teacher is thoroughly versed in PC Write and familiar with the school's computer lab. Several classroom management procedures are noted as being particularly helpful in assuring a successful computer lab experience for both teacher and students. Appended materials include word processing activities, a glossary of terms, software duplication guidelines, tips on caring for diskettes, a list of Technical Assistance Centers located in the five boroughs of New York City, and student worksheets and games. (Author/DB)

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GRADES K-6

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IR014694

NEW YORK CITY BOARD OF EDUCATION

DIVISION OF COMPUTER INFORMATION SERVICES

MS DOS

TOOL SOFTWARE

INCLUDING PUBLIC DOMAIN

GRADES K - 6

NEW YORK CITY BOARD OF EDUCATION

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Foreword

The rapid establishment of the computer as a routine instrument of instruction and its successful integration within curricula inspires educators to continue to explore its potential and expand its applications.

The purpose of this guide is to offer teachers and supervisors a working knowledge of current approaches to the direct application of the computer to the classroom, from which we can count on them to constantly devise new ideas for its use. Since computer-centered instruction rests upon a dynamic, evolving technology, only flexible and contemporary methods and materials will lead to fulfillment of its possibilities for the benefit of our children. We encourage our colleagues to experiment freely from the base of this guide's lesson plans and suggestions, and to work in concert with us to assure the computer's continued use as an efficient classroom tool.

I invite you to write to me directly with any comments or suggestions.

Irwin Kaufman

Irwin Kaufman, Chief Information Officer
New York City Board of Education

Acknowledgments

MS DOS TOOL SOFTWARE - K-6 (including Public Domain) is a project of the Division of Computer Information Services, Irwin Kaufman, Chief Information Officer.

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Jeffrey L. Branzburg, Supervisor, Curriculum and Software Units, Office of Computer Resource Services, Division of Computer Information Services, was directly involved in the final review and development of the project.

MS DOS TOOL SOFTWARE - K-6 introduces the elementary school student to the computer and its word processing function. The book is supplied with a program disk and a Disk Care disk. Student worksheets are included in each lesson as well as in the Appendix, so that they may be easily reproduced.

This book was conceived and written by Jane Pers, James Madison H.S. Special thanks go to Helene Fink, Acting Regional Supervisor, Queens Technical Assistance Center, for her editing assistance and many useful suggestions. It was edited by Dorothy Klein, Coordinator of the Curriculum Unit, and Bernard Walker, Supervising Principal, retired.

The manuscript was prepared for publication by Ernie Mortuzans, and Wayne Eric Hepner, of the Curriculum Unit, Division of Computer Information Services.

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Notes on the Use of This Guide

This publication is designed to assist teachers and supervisors in introducing lower elementary students to the MS DOS computer and the word processing program PC Write. Accompanying this guide are two disks: PC Write, which is a public domain word processing program and Disk Care, which reinforces rules for caring for disks. Duplication ("back up") of these disks before you begin is strongly suggested. If you are not familiar with the procedure for disk duplication, read the appropriate section in the Appendix for step-by-step instructions.

The guide begins by introducing students to computers: where and how they are used, hardware and software, proper handling of disks and computer lab equipment. Students will become aware of the extensive use of computers in their lives and will begin to feel comfortable using the computer lab.

After learning basic computer skills such as loading, saving, formatting disks, etc., students are introduced to specific word processing skills, such as centering, block commands, and searching. Each lesson is followed by worksheets which reinforce what was taught in the lesson. Additional copies of worksheets can be found in the Appendix so that they may be easily removed for copying.

Following the basics are lessons which use the computer as a writing and editing tool, encouraging the student to create poetry, short stories and a newspaper. Additional word processing activities are included in the Appendix.

We suggest that this book be used sequentially after the teacher is thoroughly versed in PC Write and familiar with the school's computer lab. If you have any technical questions, or require assistance with any of the lessons or software, feel free to contact your local Technical Assistance Center. See the Appendix entitled "For More Help" for the address of the TAC nearest you.

Classroom Management Procedures

A full class load of students working independently at 16 or more computer stations can easily lead to an almost chaotic confusion during a computer lab period, particularly if finding and distributing each student's working diskette takes excessive time at the start. In addition, one's ability to retrieve the performance information the program will record for each student depends upon carefully organizing the distribution and collection of the diskettes from the start. For these reasons, and a host of others, it is a good idea to think of classroom management procedures long before the computer lab period actually takes place, and to structure both the computer period and the computer room in ways that will make the period run smoothly and effectively.

In an ideal world each of the students would be able to work independently at a computer workstation, and that situation may exist in some classrooms at some times during the year. But most classes consist of 30 or more students and most computer labs of 16 or fewer workstations; the large number of workstations and the larger number of students require careful record keeping and classroom management. Students must work in a highly structured environment in the lab or they will accomplish much less than one expects them to.

The following outline of suggested procedures will help you create a structured computer lab; after a few periods in the lab you may want to modify the procedures to better suit your own needs.

I. Before the computer lab period.

1. If you are not familiar with the computers in your school, or not entirely comfortable with them, spend some time working with them on your own before you guide your students in using them. Your uncertainty or uneasiness about computers may leave you at a loss at some point in your lesson or be transmitted to those of your students who also feel intimidated by the machine. In either case it will have a negative effect on your lesson.

2. Preview thoroughly the software you intend to use. Learn what it does and how it works. Find out what background information your students will need to run the program --for example, what vocabulary they will have to know. Once 16 groups of students start working and, presumably, asking questions, it will be impossible to decipher anything about the program that you, and they, may find confusing.

3. Number each workstation in the computer lab clearly, so that you and the students can refer to the numbers easily.

4. The copyright of the enclosed diskettes belongs exclusively to the New York City Board of Education. Any New York City public school employee may make an unlimited number of these diskettes for use in the New York City Public Schools, either in day or evening sessions, without obtaining further permission. Use the DOS diskcopy command to create one set of operating diskettes of the program you plan to use for each student in the lab, plus some extras in case a few of your copies don't function or are lost. Do this for each class with which you intend to use the program. After you have made as many copies as you need, place the original program diskette in a secure place for future duplication.

   If it isn't possible to copy one student working diskette for each member of the class, you can use one diskette at each workstation. However, the advantages of individual student diskettes outweigh the disadvantages, and by a wide margin. Diskettes are relatively inexpensive, particularly when they are ordered in large quantities, and you will be able to use them year after year, virtually forever, simply by recopying the original program diskette over them whenever a class completes the program. In addition, providing each student with an individual diskette will prevent certain student generated errors from occurring and make classroom management and student evaluation much easier for you. Refer to the section of this booklet entitled "Software Duplication Guidelines" for copying instructions and for information about obtaining diskettes through a Bureau of Supplies contract.

5. Clearly label each diskette to coincide with one of the workstations--i.e., diskette number 14 must always be used at workstation 14. (Of course, any diskette will work at any station, but for classroom management purposes make sure the students follow this rule strictly.)

6. Divide your class into workstation groups of two, three, or four students, as needed. Look over the student combinations carefully before making final assignments. If you don't feel that a particular combination of students will work well together for an extended period of time, don't allow them to form a group. Once a group has been established, it will be necessary for those students to work together through each of the modules in the program, a procedure that can last for weeks.

7. Assign each group a work station number and keep a close record of the names of the group members and their group number. Each group should work at the same workstation through the entire program, and with the same student operating diskette. Each student operating diskette will eventually hold all of the records of only those students who use that diskette.

   If a student uses a different diskette each time he works, the records will be scattered among them all, and it will be difficult to retrieve them; for 30 or more students it would be too time consuming to be feasible.

8. As an extra precaution, label each diskette with the names of the students who will use it.

9. Make sure each terminal has a duplicated instruction sheet for saving. Losing work because of a quick, careless save can be very upsetting.

II. During the computer lab period.

1. At the beginning of the period have the students sit at their assigned workstations, with no exceptions. Then distribute the diskettes according to their corresponding numbers; the student names on the diskettes should also correspond to the students who are at each workstation.

2. At the end of the period collect the diskettes and store them in numerical order to make their distribution at the next period easier.

3. Once you have established workstation groups, assignments and procedures, resist any temptation to make changes unless the changes will clearly be to your advantage. As in any classroom, the closer you follow established procedures, the more control you will maintain over the period and the more effective the use of the software will be.

4. Have a signal, or stop the class and tell them to close down the terminals prior to the bell. Insist that they respond to your request.

5. Allow ample time to do printing. It usually takes longer than anticipated. A computer paraprofessional or student printer assistant can speed up the process.

6. The students should be responsible for turning off the computers and printers. They should also place their chairs in the proper position. Insist that they follow the procedures you establish.

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MS DOS Tool Software

including Public Domain Grades K - 6

Topic 1: Computers are Everywhere

Aim: What are some places where computers are used?

Performance Objectives: Students will be able to:

- identify places where computers are used
- discuss how computers are used
- discuss how computers are used for word processing

Materials:

- map of the world
- a selection of products with UPC codes
- worksheets 1.1-1.7

Do Now:

Write a sentence naming a job that computers do.

Vocabulary: communication, satellite, UPC code, word processing

Motivation:

Tape the world map to the board. Ask the class to name places in the world they have seen on television shows exactly at the time they are happening. (Elicit - news films, sports events, space explorations, etc.) Tell the class that in order for you to see the event as it is happening, computers must be used. Explain that computers are so important that everyone's life in this country would change if all the computers stopped, e.g., cars could not run; banks could not tell you how much money you have saved.

Development:

1. Tell the class that throughout this book they will be learning how to do word processing. Ask if they know the meaning. (Elicit - using a computer to write, make corrections and changes, and print and save letters, reports and other assignments.) Tell them that before they begin doing word processing, they will discuss how computers perform different jobs including word processing.

2. Distribute the worksheets for topic 1. Ask why the computer is holding the earth in its hand on Worksheet 1.1. After reading the material, discuss why the United States could be called Computer Land. Also, discuss why it was hard for early Americans to feel close to other people in the country. (Elicit - mail slow with pony express, no telephones, airplanes, cars, etc.)

3. Ask the class to tell what is happening in the picture on Worksheet 1.2. Ask them to explain why most businesses couldn't do without computers. Have them complete the list of five businesses. Discuss their YES or NO responses. Discuss how businesses use word processing.

4. Ask the students if they have ever gone to the bank with their parents. Tell them to look at the picture on Worksheet 1.3 and discuss whether they have ever seen someone use a banking machine like the one on the page. Have the class think of several ways banks use word processing.

5. Ask the class whether they have ever seen a doctor, nurse, or dentist use a computer. Discuss how the computer is being used on Worksheet 1.4. Have students complete the activity. Discuss the answers. Discuss how hospitals or doctor's offices use word processing.

6. Ask the class what it means to communicate. Have them explain how they communicate in the classroom and at home. Have students look at the picture on Worksheet 1.5 and discuss how it is possible to see an event like the Olympics through the use of a computer in a satellite. Explain how satellites are placed in the sky so that signals can broadcast television and radio from all over the world. Have the class list ways word processing is very important in communicating.

7. Distribute the items with the UPC codes for students to examine. Ask them to find what is similar in all these products. (Elicit - UPC code) Read and discuss Worksheet 1.6 to emphasize the importance of UPC codes in stores. Discuss how stores operated before UPC codes. Mention how the N.Y.C. libraries are now using UPC codes. Have the class discuss how supermarkets use word processing.

Application:

A class project will be to discover how our school uses computers especially for word processing. You will have approximately two weeks to investigate. On the assigned day, you will hand in worksheet 1.7 which will include an original drawing of how computers are used in your school. Make a class bulletin board. If possible, have guest speakers from offices in your school explain how they use computers and how their jobs have changed because of computers. Also, if it can be arranged, visit the offices where computers are used.

Summary:

1. What are some places computers are used?
2. How are they used in each place?
3. How do workers in different places use word processing?

Homework:

In today's lesson you learned how computers are used in businesses, banks, hospitals, supermarkets and communication media such as radio and television. Think of another place that computers are used. Write down the name of that place and how you think computers are used there.

Enrichment:

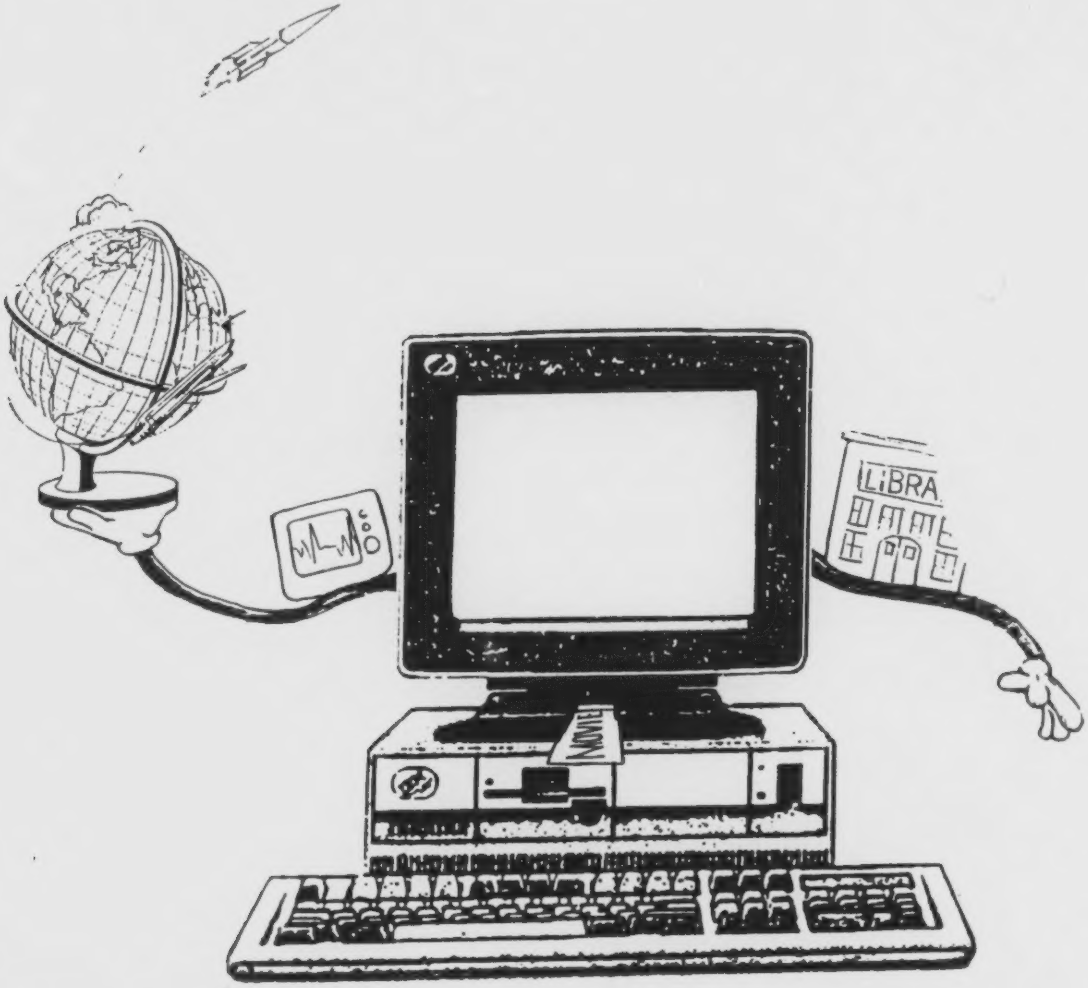
1. Interview a business person who uses computers. Ask her/him how the computer or computers are used. If they are used for word processing, ask the person to explain some of the information that is word processed. Write a two or three sentence report. Draw a picture of the person using the computer in the business.

2. Look for different examples of products with UPC codes. Make a display on a piece of oaktag.

TOPIC 1 - COMPUTERS ARE EVERYWHERE

Name ______________________________________ Date ____________________

Welcome to Computer Land!



Hi! I am a computer. I am a machine that helps all kinds of people. I have made it possible for you to feel closer to all the people in the world. I can help you talk to people in Japan, France, and Brazil. I can even help astronauts take pictures of the earth and show them to you on television. This activity will show you some of the places where computers are used.

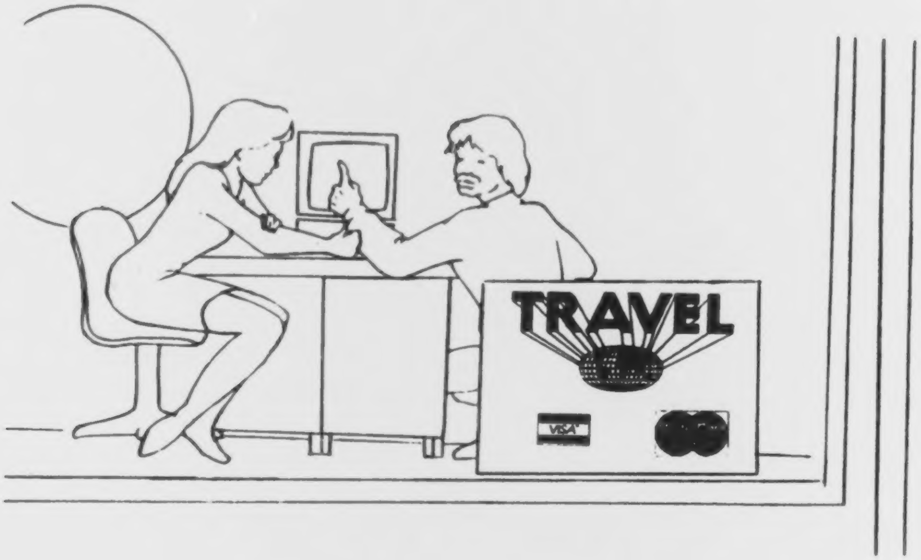
I know you like learning new things, so try to have fun as you learn in this book about how to use computers.

1.2

Name ______________________________ Date ____________________

BUSINESSES

I am used in big and little businesses. A business is a place that makes or sells things. If someone turned all the computers off, many businesses would have to close.



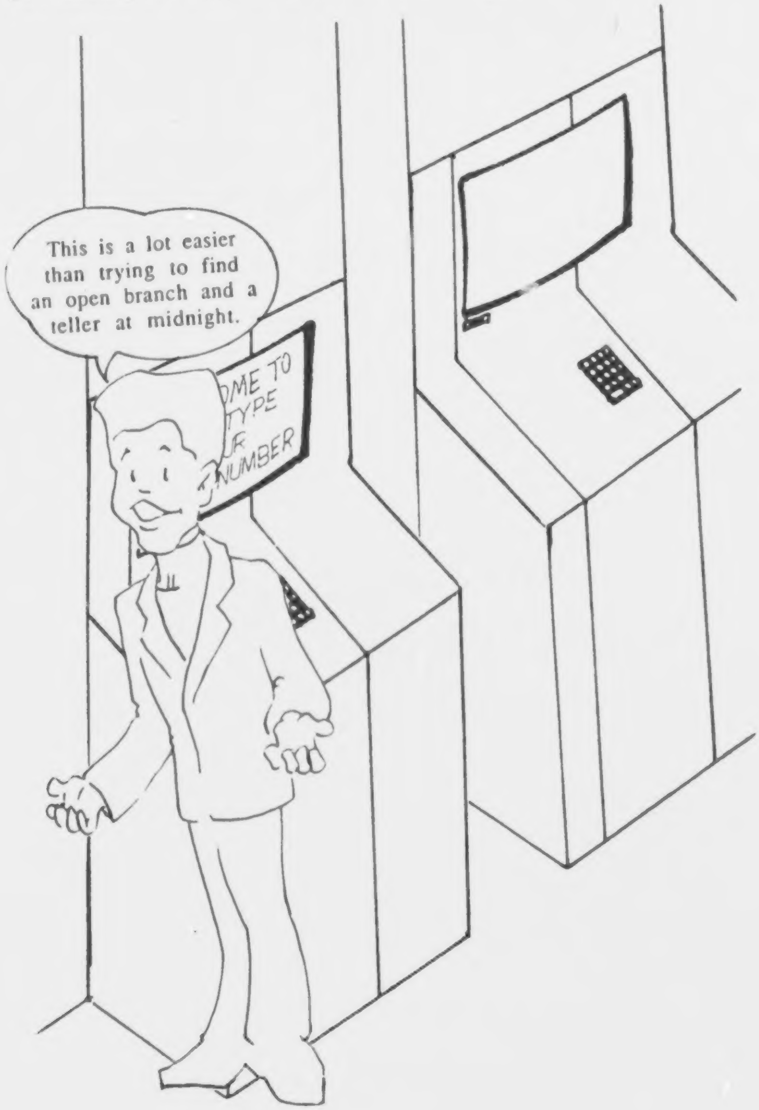
Name five stores you shop in. Next to the name of the business, write YES if you think they use computers. Write NO if you think they do not.

BUSINESS	YES or NO

Name ______________________________ Date ________________

BANKS

Many people do all their banking using me. They don't have to wait in long lines. They can get money in the middle of the night.


This is a lot easier than trying to find an open branch and a teller at midnight.
OME TO
TYPE
UR
NUMBER

What is happening in this picture? ______________________________

____

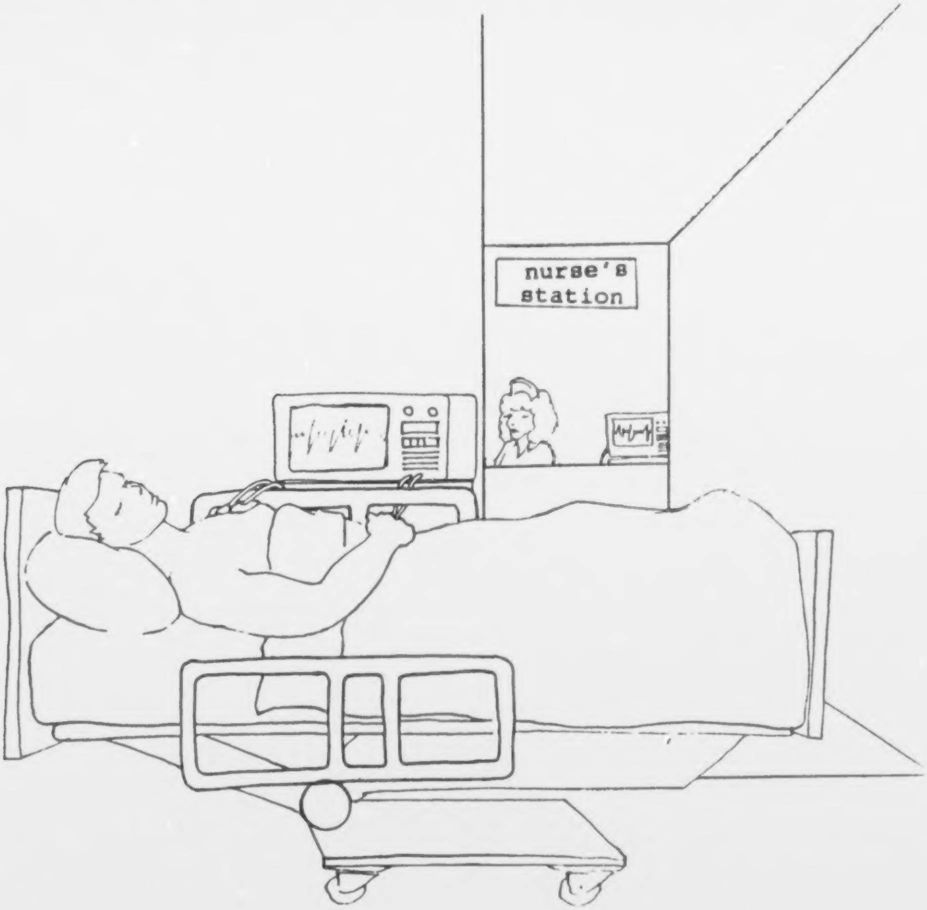
Does your family use a computer for banking? ____________________

How? ____

Name ______________________________ Date ________________

HOSPITALS

I can tell doctors and nurses what's wrong with people. I help the hospital workers keep track of all the records. I can even help find new cures for diseases.



What is happening in this picture? ______________________________

____

Name three ways you think people who work in hospitals use computers.

____

____

____

What hospital were you born in? ______________________________

Name ______________________________ Date ____________________

COMMUNICATION

Communication is sending messages or pictures from one place to another. I can be found in telephones, radios, and televisions. I can show you the Olympics on your TV even when it is taking place many thousands of miles away. I do this by using something called a satellite. A satellite circles around the earth and sends radio and TV signals. It is controlled by computer.

What is communication? ______________________________

What is a satellite? ______________________________

Did you ever see the Olympics on your television? ____________________

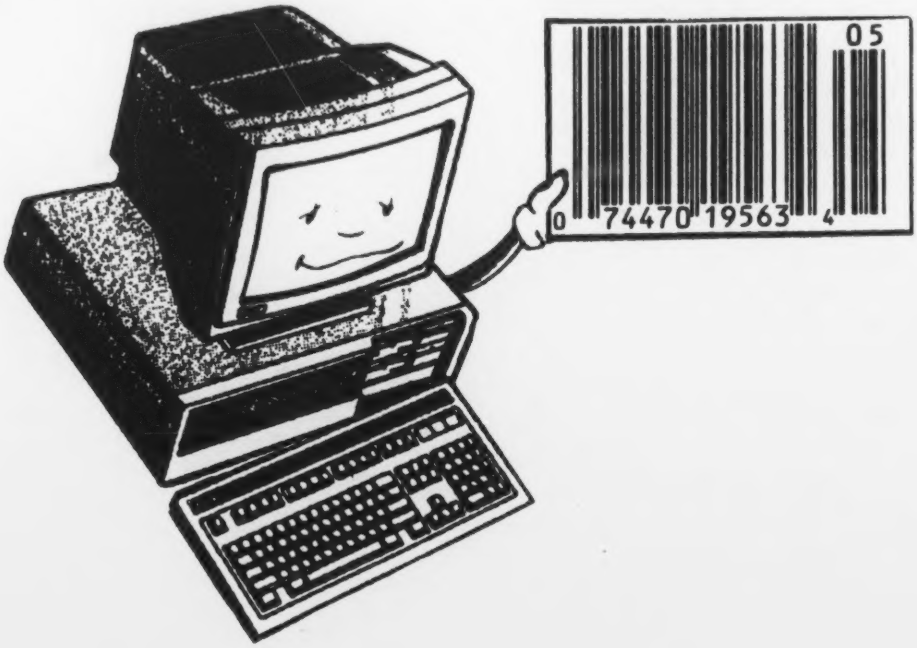
Where was it being held? ______________________________

1.6

Name ______________________ Date ______________

SUPERMARKETS

I help the people who work in supermarkets. Everything they sell has my special bar code called a UPC code. With this code, I can help the owner of the supermarket keep track of everything that is sold. This helps decide how much should be ordered.



What is a UPC code? ______________________

What is a UPC code used for? ______________________

What supermarket does your family shop in? ______________________

How have you seen computers being used in supermarkets? ______________________

____

Name ______________________________ Date ____________________

HOW ARE COMPUTERS USED IN YOUR SCHOOL?

After investigating how computers are used in your school, draw a picture in the space above of one way you learned computers are used. On the lines below make a list of computer uses in your school.

____

____

____

____

____

____

Topic 2: What Computers Can Do

Aim: What are some things computers can do?

Performance Objectives: Students will be able to:

- explain how humans and computers are similar
- explain how humans and computers are different
- compare a computer to a typewriter

Materials:

- timer or stop watch
- drawing paper
- computer
- typewriter
- whiteout and typing erase tape
- student worksheets 2.1-2.5

Do Now:

Write two ways businesses use word processing.

Motivation:

Show the class a bottle of whiteout and a strip of typing erase tape. Ask them to explain what they are used for. Show them some typed pages that have lots of things whited out. Ask them how it looks. Ask them if they think the work was done on a typewriter or a word processor. Tell them that they will learn that with a word processor they will never have to have a sloppy copy.

Development:

1. Ask the class what the difference is between a computer and a typewriter. Tell them that the word processing they will be doing is similar to typing on a typewriter, yet very different. Explain that most offices have disposed of their typewriters and replaced them with computers. Demonstrate both the computer and the typewriter if possible. Ask them how the two are different. (Elicit - mistakes can easily be corrected with the computer, the copy is often neater because you don't have to use white out and erase tape, etc. You can also save what you have written and not have to type it over.)

2. Tell the class that before they learn how to use the computer, it is important to understand in what ways people are similar to a computer. Distribute the worksheets. Have the class help the person on Worksheet 2.1 by writing down five ways they are like a computer. Discuss the answers. Elicit the following: 1. memory; 2. receive and process information; 3. communication; 4. have moving parts; 5. follow instructions (directions).

3. Ask the class how many words they think they could put in ABC order in one minute. Read and discuss Worksheet 2.2. Tell the students that if a word is in the computer's vocabulary they will always be able to read it. Computers can do jobs such as alphabetizing or putting things in ABC order very quickly. Have students complete the first two parts of the worksheet. Discuss the answers. Use the stop watch or timer to see how long it takes the students to put the 15 words in alphabetical order.

Emphasize the speed of the computer. Emphasize also that students can do the same jobs as a computer can do - but more slowly.

4. Tell the class that another part of the computer's language can do math extremely fast. Read and discuss the material on the top of Worksheet 2.3. Explain that all the telephone numbers of the people in New York City are in a computer. That is why the operator can help you so quickly when you call 411. Have the students complete the activities on the worksheet and discuss the answers.

5. Tell the class that computers can actually be used to draw. Discuss the picture on Worksheet 2.4. Tell the class that computers are very important for designing. It takes a long time to make changes in the design of something like a car on a piece of paper. When the car is being designed on a computer, different variations can be drawn in a matter of seconds.

6. Distribute the drawing paper. Tell the class to pretend they are a computer designing a new invention. Have the students take turns showing their pictures to the class and having them guess how the invention is to be used.

Application:

Distribute Worksheet 2.5. Have the students complete the activities. Discuss the answers. Elicit ways students are like a computer (memory, follow instructions, process data that comes in), and unlike (no creativity, no judgment, much faster, no mistakes).

Summary:

1. How are you like a computer?
2. How are you different from a computer?
3. How is using a typewriter different from using a computer?

Homework:

Using some of the ideas you listed on the bottom of Worksheet 2.5, write a story about a computer that can talk back to you. It will do anything you command it to. Tell a story about your life with it.

Enrichment:

1. Imagine that you are a typewriter sales person. No one is buying typewriters. Write a paragraph explaining what you would do.

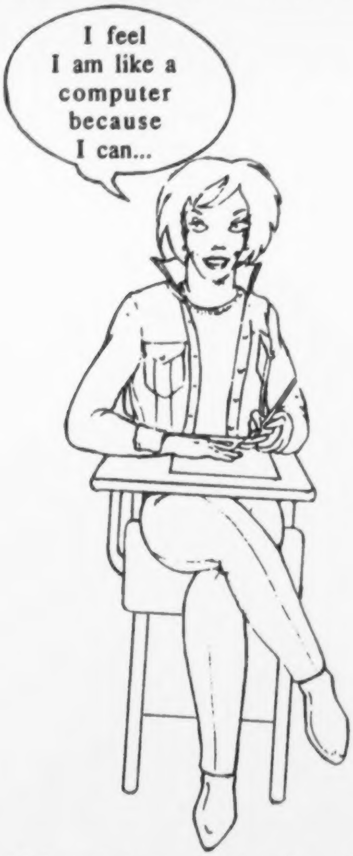
2. Find an article in a newspaper or magazine about computers. Bring the article to class.

TOPIC 2: WHAT CAN COMPUTERS DO?

Name ______________________________ Date ____________________

CAN YOU HELP THIS PERSON MAKE A LIST?

Do you think you are like a computer? Think about it.


I feel
I am like a
computer
because
I can...

The person you see in this picture is having problems thinking of how a person is like a computer. Try to help by making a list on the lines below.

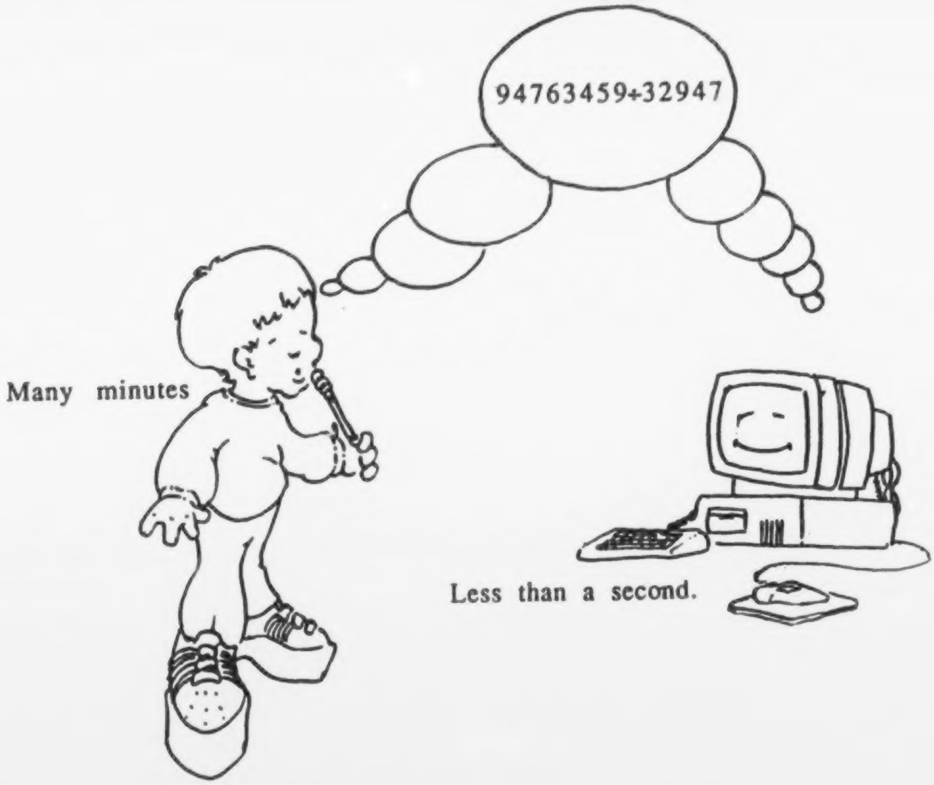
These are ways I am like a computer:

1. ____
2. ____
3. ____
4. ____
5. ____

Name ______________________________ Date ____________________

NUMBERS

I can also read and remember numbers. I can even remember all the phone numbers of everyone in New York City. I can figure out how many $.50 sodas I can buy for $23.40.


94763459+32947
Many minutes
Less than a second.

1. Write down the longest number you can read. ____________________
2. How many $.50 sodas can you buy for $23.40? ____________________
3. Write down five telephone numbers you know. Next to the number write the person's name.

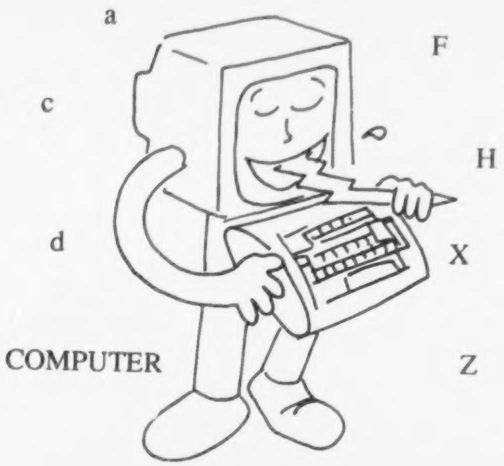
TELEPHONE NUMBER	NAME

2.3

Name ______________________________ Date ____________________

LETTERS AND WORDS

I can read letters and words. I use them to do my job. I can even put hundreds of word in alphabetical or ABC order in a few seconds.



Write down the ten hardest words you can read.

Write the longest sentence you can think of about computers. You will read it to the class.

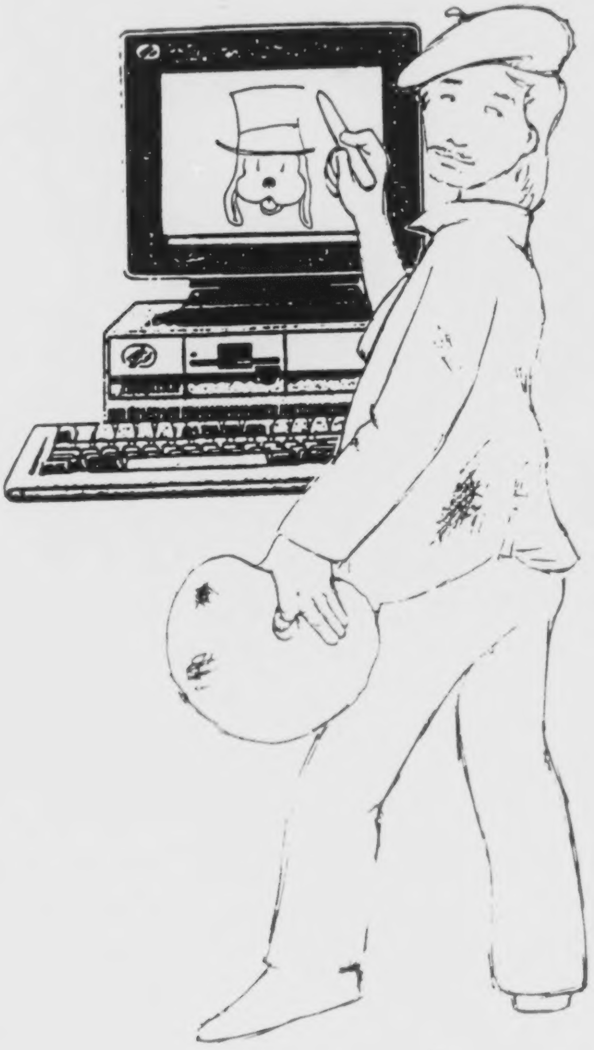
On a separate piece of paper, put these words in ABC order. Your teacher will time you to see how long it takes.

zebra
gorilla
mosquito
snake
ant
horse
turtle
bear
lion
cat
dog
eagle
frog
fly
jaguar

Name ______________________________ Date ____________________

DRAWING AND DESIGNING

I can draw. I help artists and sculptors with their work. I can even help people design new cars, bridges, skyscrapers, airplanes and spaceships. If people give me specific details, I can use the information to design things. I can't design on my own.



DRAWING ASSIGNMENT

IMAGINE THAT YOU ARE A COMPUTER HELPING TO DESIGN A NEW INVENTION. DRAW IT ON A PIECE OF DRAWING PAPER. MAKE UP A NAME FOR IT. SHOW IT TO THE CLASS AND HAVE THEM GUESS WHAT IT IS USED FOR.

2.5

Name ______________________________ Date ______________

ARE YOU LIKE A COMPUTER?

1. Computers are fast. They can do a million math problems in a few seconds. How many math problems can you do in a few seconds? ________

2. Computers can remember everything they are told. Do you remember everything you have ever been told? ______________________

3. Computers never make mistakes. Do you? ______________________

4. Computers can work 24 hours a day. How many hours a day can you work?

   ____

5. Computers can put 500 names in ABC order in a few minutes. How many names can you put in ABC order in a few minutes? ____________

6. Can computers make up new ideas? __________ Can you? __________

7. Do computers feel happy, or sad, or angry? ________ Do you? ________

8. Do computers ever get sick and stop working? ______ Do you? ______

* * *

Write three ways you are like a computer.

____

____

____

Write three ways you and a computer are different.

____

____

____

If you could have a computer do everything for you, what are some of the things you would have it do?

____

____

____

____

Topic 3: Computer Hardware

Aim: How does computer hardware work?

Performance Objectives: Students will be able to:

- define input
- identify input parts of the computer system
- identify the purpose of the CPU
- describe the computer system's memory
- explain how the computer measures its memory
- define output
- identify the output parts of the computer system

Materials:

- a microchip
- student worksheets 3.1-3.7

Do Now:

Write a sentence explaining why using a computer is better than using a typewriter.

Vocabulary: hardware, data, keyboard, disk drive, input, CPU, microchip, ROM, RAM, byte, output, monitor, printer

Motivation:

Ask the class to name the last tool they used. Distribute Worksheet 3.1. Read and discuss the top part of the worksheet. Have the students write the names of the three tools in the lines. Tell the class that they will learn how the computer does its work as a tool.

Development:

1. After class has read the bottom of worksheet 3.1, discuss the meaning of hardware and data.

2. Tell the class that for the computer to work, "data" must be put into it. Distribute Worksheets 3.2 through 3.7. Discuss how people input information into their brain. Read and discuss the material on Worksheet 3.2. Compare human input to computer input. Have the class locate the disk drives and keyboard.

3. Ask the class to name the part of their body where they do their thinking. Discuss the function of the CPU on Worksheet 3.3. If possible, show the class a microchip. Have them locate the CPU.

4. Ask the class if they can remember the name of every person they have ever been introduced to. Tell them that they remember it only for a short time. This is called temporary memory. Then ask them if they can remember the names of their parents, sisters and brothers. Tell them that those are name they will never forget because they are in their permanent memory. Explain that the computer also has a temporary and a permanent memory. Read and discuss Worksheet 3.4.

5. Ask the class to name the languages they speak. Write them on the board. Tell them that the computer uses only the language of bytes. Read and discuss Worksheet 3.5. Write several examples of bytes (11001100, 01010111, etc.) on the board. Explain that bytes are always 8 digits, consisting of only 1's and 0's. Each letter, number or instruction that is given a computer is changed into bytes.

6. Tell the class to imagine that their parents have just told them they will not be going on a vacation as the family had planned. Tell them to show how they would react to the news. Explain that the different ways they reacted is their output. Read and discuss the two output devices - the monitor and printer. Have the class locate them. Read and discuss worksheet 3.6.

Application:

1. Distribute Worksheet 3.7. Have the students complete the activities. Discuss the answers.

2. Have the students each sit with a partner in the computer lab. Write the following words on the board: keyboard, monitor, CPU, disk drive, printer. Have the students take turns pointing to different hardware devices. The partner will name the part.

Summary:

1. What does input mean?
2. What are the input parts of the computer system?
3. What is the purpose of the CPU?
4. What are the two types of memory a computer has?
5. How does a computer measure its memory?
6. What does output mean?
7. What are the output parts of the computer system?

Homework:

Write a paragraph explaining how the different computer hardware parts rely on one another.

Enrichment:

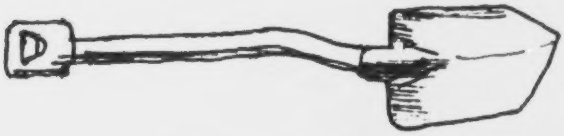
Draw pictures of the tools in your life. Write the name under each one and color them.

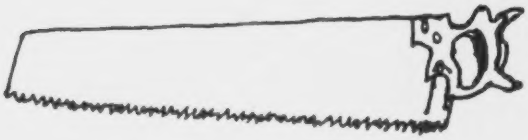
TOPIC 3 - COMPUTER HARDWARE

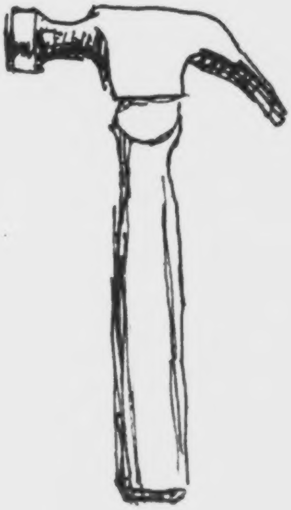
Name ______________________________ Date ________________

THE COMPUTER AS A TOOL

Hi, I'm your new tool. A tool is a machine that helps a person work better and faster. You will soon see how I can be your favorite tool. These are some other tools you might have used:







What are the names of the tools?

____________ ____________ ____________ ____________

In this activity, you will learn about my machine parts called hardware. You will learn how data is put into the computer and what the computer does with it. Data includes words, numbers and instructions you type. When you put all my parts together, I become a very special tool.

What is hardware? ______________________________

What is software? ______________________________

What is data? ______________________________

Write these four new words:

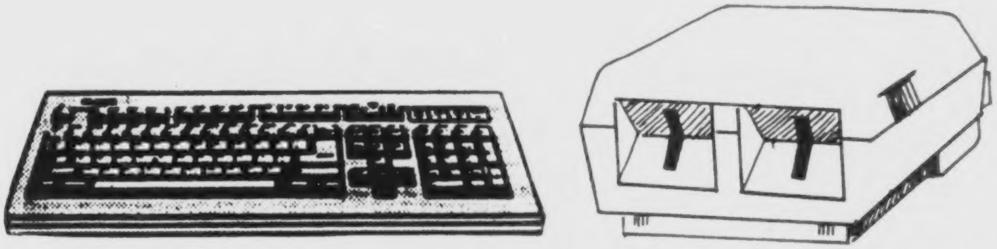
hardware - __ __ __ __ __ __ __ __ data - __ __ __ __

software - __ __ __ __ __ __ __ __ disk - __ __ __ __

Name ______________________________ Date ______________

MY INPUT PARTS

This is my keyboard and disk drive.



Think about how you learn. You put new information into your brain through your five senses. What are they?

__________ __________ __________ __________ __________

Your five senses input messages into your brain. I receive my input from a keyboard and a disk drive. They are called input parts. My keyboard looks like a typewriter. When you type on me, you are putting the words, numbers and instructions called data into me. My disk drive reads a disk. After it is finished reading, the information is inside me.

What is the keyboard used for? ______________________________

What is a disk drive used for? ______________________________

Write the three new words:

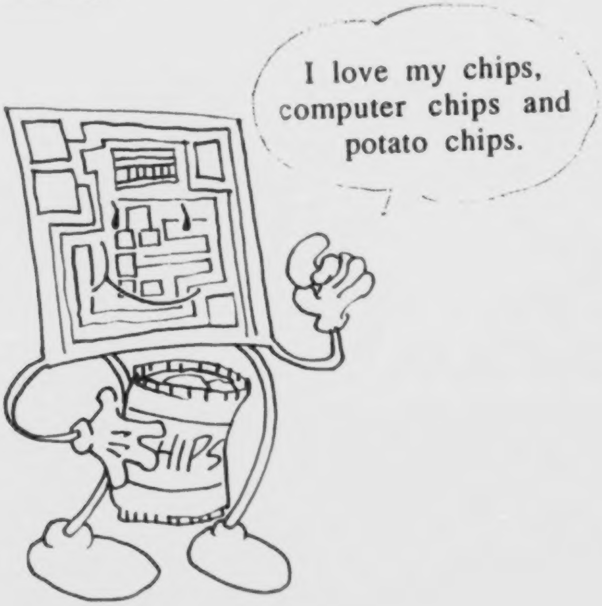
keyboard - __ __ __ __ __ __ __ __ input - __ __ __ __ __

disk drive - __ __ __ __ __ __ __ __ __

Name ______________________________ Date ____________

COMPUTER THINKING

My brain which does all my thinking and decision making, is called a CPU. It is found on a microchip.


I love my chips, computer chips and potato chips.
CHIPS

After you have gathered new information through your five senses, where do you send it?

____

What do you do with it? ______________________________

A computer also does its thinking in its brain. My brain is called a CPU. It means Central Processing Unit. You can call it by the nickname CPU. When I think, I decide on the action I want to take. I am similar to you in that way. I have my CPU on a tiny square called a microchip. Without my microchip, I can't do a thing.

What is the job of the CPU? ______________________________

What is a microchip? ______________________________

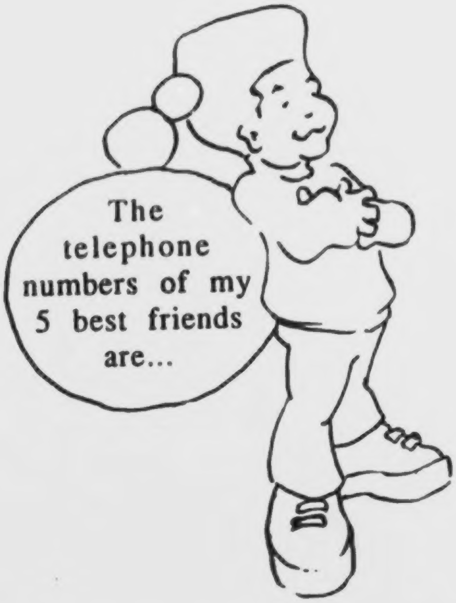
Write these two new words:

CPU - ___ ___ ___ microchip - ___ ___ ___ ___ ___ ___ ___ ___ ___

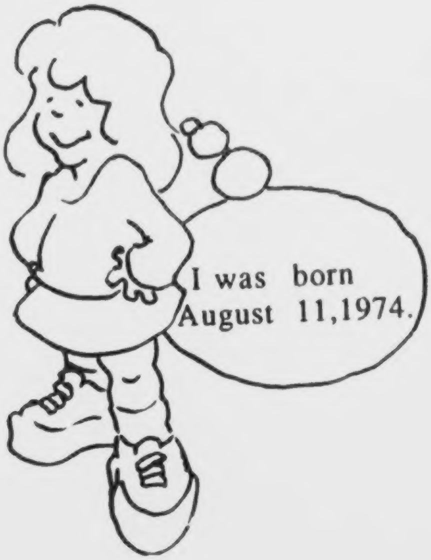
Name ______________________ Date ______________

MEMORY

Like you, I have two kinds of memory. One is temporary and the other is permanent.


The telephone numbers of my 5 best friends are...

Temporary memory


I was born August 11,1974.

Permanent memory

Name something in your temporary memory. ______________________

Name something in your permanent memory. ______________________

My memory is where all the numbers, words and instructions are stored. The memory that is put into me in the factory is called the permanent memory or ROM. My temporary memory includes the new things you put into me. It is called my RAM. If you turn me off without saving, the RAM will be erased. I have a great memory because I never forget.

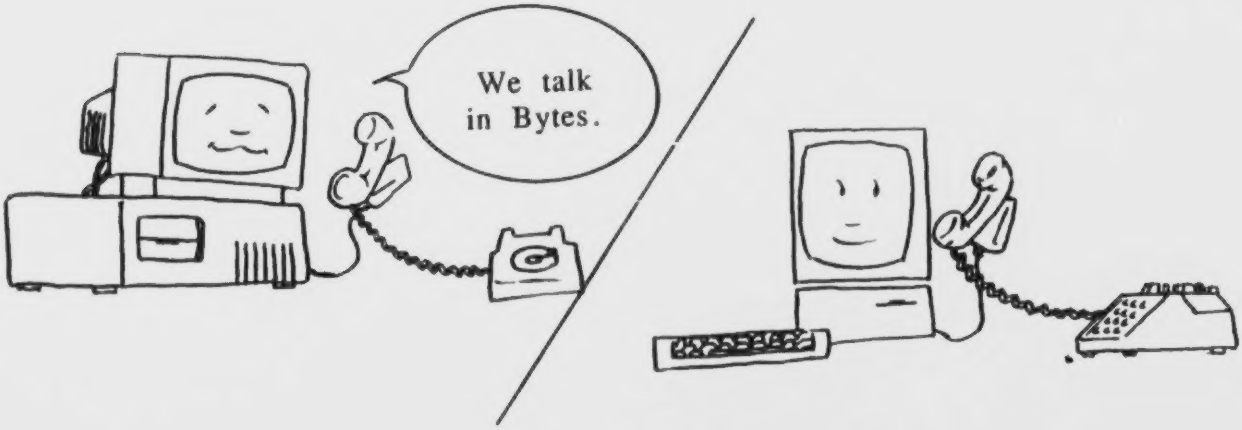
What is the ROM? ______________________

What is the RAM? ______________________

Name ______________________________ Date ____________________

HOW DO I TALK?

Unlike you, I talk in bytes and measure my memory in K's.


We talk in Bytes.

The memory locations in the computer's memory are called bytes. Each byte is made up of eight bits. One byte might look like this:

It is important to know how many bytes your computer has.
Your computer might have 64K, 128K, 256K, or more.

What is a byte? ______________________________

How do computers measure their memory? ______________________________

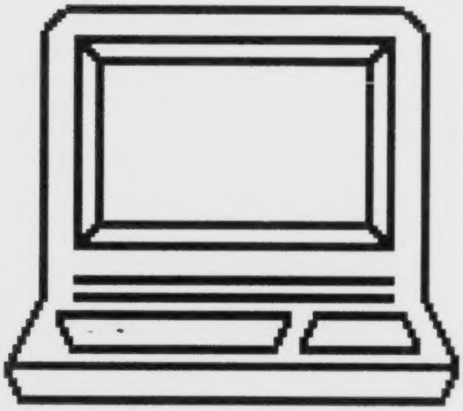
How many K's does your computer have? ______________________________

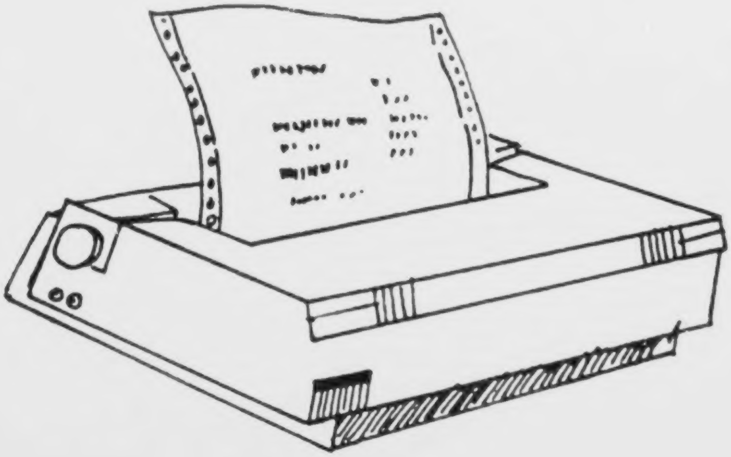
Write this new word: byte - ___ ___ ___ ___

Name ______________________________ Date ______________

MY OUTPUT PARTS

This is my monitor and my printer.





What do you do when you are asked a question? ______________________

The actions or words that you express are called output. A computer is the same. After information has been put in by the keyboard and disk drive, it is processed by the CPU. Finally, it is displayed as output. You can see the output on the monitor. You can also see the printer's output on paper. There are new talking computers that output by talking. Did a computer ever talk to you? A computer doesn't think and feel as we do. It merely processes information by following human instructions.

What is the job of the monitor? ______________________________

What is the job of the printer? ______________________________

Write these new words:

monitor - __ __ __ __ __ __ __ output - __ __ __ __ __ __

printer - __ __ __ __ __ __ __

Name ______________________________________ Date ____________________

DO YOU KNOW THESE COMPUTER WORDS?

data
printer
hardware
keyboard
disk drive
monitor
memory
CPU
bytes

1. The ___ ___ ___ ___ ___ ___ ___ is where you see letters and numbers. It is also called the screen.

2. The ___ ___ ___ ___   ___ ___ ___ ___ ___ reads the disk and is used to save your work.

3. The ___ ___ ___ ___ ___ ___ ___ ___ looks like a typewriter and is used to put data into the computer.

4. The ___ ___ ___ ___ ___ ___ ___ lets you make a copy of your work on paper.

5. The ___ ___ ___ is the brain of the computer. It does all the thinking work.

6. The ___ ___ ___ ___ ___ ___ ___ ___ includes the keyboard, printer, monitor, disk drive, and CPU.

7. The ___ ___ ___ ___ ___ ___ is where all the information is stored. It is either temporary or permanent.

8. Computers talk in ___ ___ ___ ___ ___.

9. The ___ ___ ___ ___ is the words, numbers and instructions put into the computer.

****

ABC ORDER

Put the 9 computer words on top of the page in ABC order.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________

Topic 4: Computer Software

Aim: How does computer software work?

Performance Objectives: Students will be able to:

- differentiate between hardware and software
- explain how software works in the computer
- identify the two main purposes of disks
- explain how the computer is a tool

Materials:

- a disk that is taken apart
- a microchip
- Worksheets 4.1 - 4.5
- computer magazines, newspapers, Yellow Pages

Do Now: Define the word hardware.

Vocabulary: software, disk

Motivation:

Hold up a record. Ask the class how it works. (Elicit - the needle or cartridge reads the music or words on the record as it spins around.) Tell them that a computer disk works similarly in the disk drive. Show them the disk that is taken apart. Point out the round record-like device.

Development:

1. Hold up a disk. Wave it in the air. Ask them what it is called. Ask them if they have ever heard it being called a "floppy" or a "floppy disk." Ask them why it is often called by that name. Distribute Worksheet 4.1. Have students fill in the four blanks with the words used to identify software.

2. Ask the class to think about the input step that they learned about in the last lesson. Tell them that a disk drive inputs information or data from the disk. Demonstrate a disk being loaded into a disk drive. Ask them to compare it to how a record player plays a record.

3. Distribute Worksheet 4.2. After the class reads the information, discuss the two purposes of disks - store programs and save data.

4. Write the words "hardware" and "software" on the board. Have the class help make a list of the jobs of hardware and the jobs of software. Discuss the difference between hardware and software. Have the students look at the worksheets they completed in the last lesson if they cannot remember.

5. Distribute the Crossword Puzzle - Worksheets 4.4 and 4.5. Have the students complete the puzzle. Assign them a short paragraph describing how the computer works and why it is a special tool. They should try to use the words in the puzzle. They should underline each one they use.

Application:

Explain that all computers are similar in that they are all tools. Yet, they are also different. Ask them if they know some names of different kinds of computers. Divide them into small groups. Distribute the computer magazines, newspapers, and yellow pages. Have them make a group list of different kinds of computers. When they have finished, make a class list on the board. When they have finished, tell them the kind of computer they will be using.

Summary:

1. What is the difference between hardware and software?
2. How does software work in the computer?
3. What are the two main purposes of disks?
4. How is the computer a tool?

Homework:

Use the information that you learned in the small group activity to decide what kind of computer you would buy if you had money for one. Write the name of the computer and explain why you would choose that particular one.

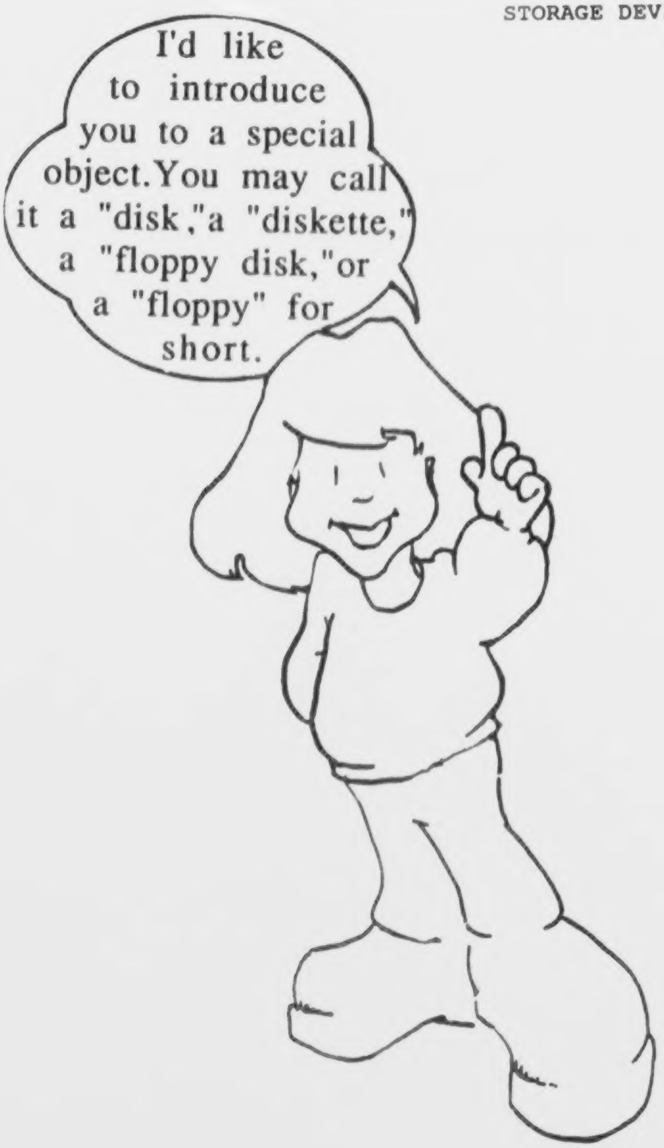
Enrichment:

Divide the class into small groups. Have them write plays in which the hardware parts and disks are the characters. Have them present them to the class.

Topic 4 - Computer Software

Name ______________________________ Date ______________

STORAGE DEVICES


I'd like to introduce you to a special object. You may call it a "disk," a "diskette," a "floppy disk," or a "floppy" for short.

Computer software is used to store programs. What are four different words for the storage devices? The girl in the picture is giving you a big hint.

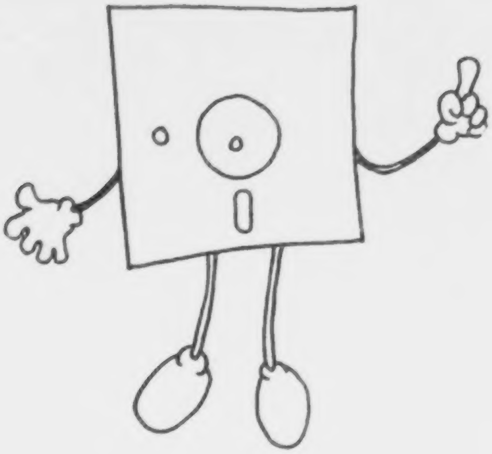
______________________ ______________________

______________________ ______________________

Name ______________________________ Date ________________

COMPUTER DISKS

Hi! I'm a disk.



Software is a set of directions that is found on a disk. Disks help put information into me. They are also used to save your work. There are many different types of disks. You will be using a program disk for word processing. You will be using a data disk to save your work.

What is software? ______________________________

What are the two jobs of disks? ______________________________

____

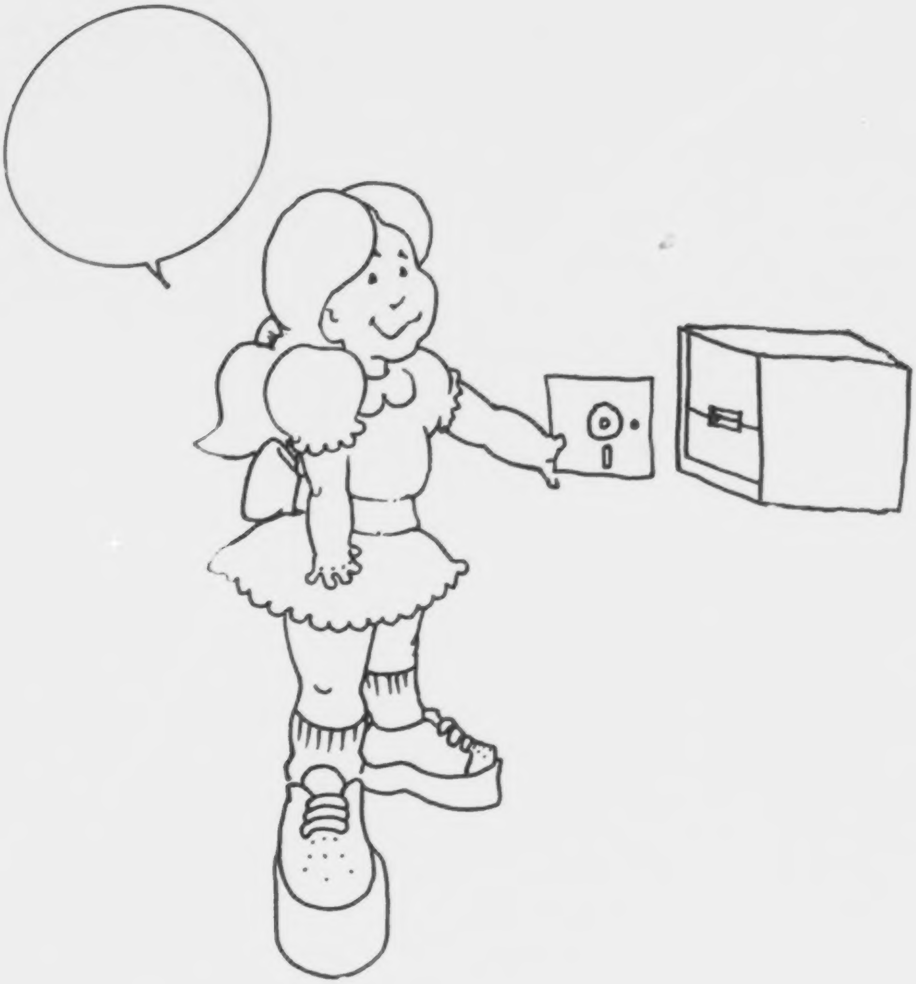
Write these new words:

software - __ __ __ __ __ __ __ __

program - __ __ __ __ __ __ __

Name ______________________________ Date ____________________

HOW IS THE COMPUTER A TOOL?



Look at the picture. The girl is about to use the computer as a tool. Write what the girl will say as she inserts the disk. Write the words in the bubble above her head.

Write two sentences explaining how the computer is used as a tool by different people.

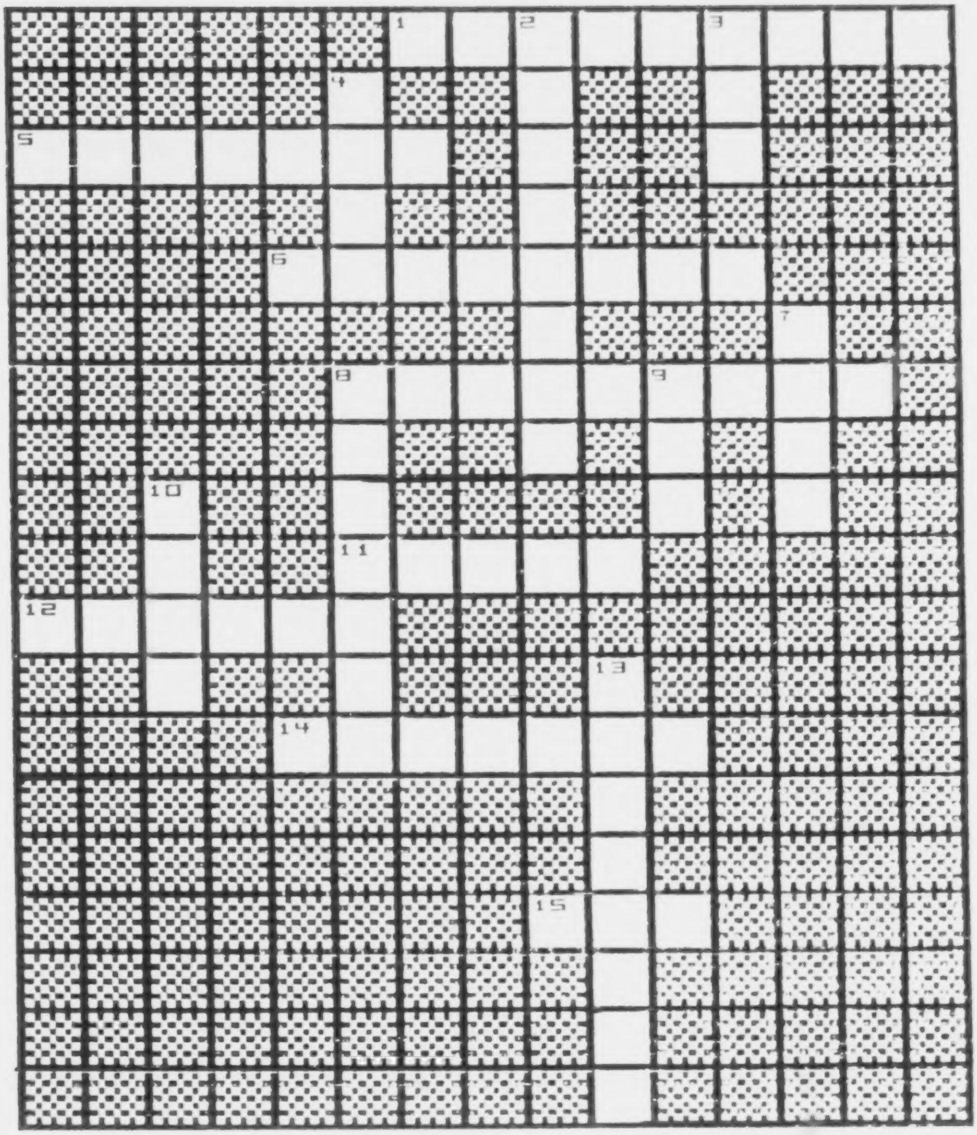
____

____

4.4

Name ______________________________ Date ____________________

GOOD LUCK ON THIS
CROSSWORD PUZZLE


1
2
3
4
5
6
7
8
9
10
11
12
13
14
15

The clues and word list are on the next page.

4.5

Name ______________________________ Date ____________________

ACROSS CLUES

1. hardware device that reads the disk
5. instructions for computer to use
6. the machine parts of the computer
8. the tiny square that contains the CPU
11. putting information into a computer with the keyboard or disk drive
12. the results after the CPU has worked on information
14. the hardware part that makes a paper copy
15. the permanent memory that is put in the computer in the factory

DOWN CLUES

2. the instructions on the disks
3. the temporary memory that is lost when the computer is turned off
4. the words, numbers, or instructions
7. the device that holds computer instructions and files
8. the screen that shows what is typed
9. the brain of the computer that works on the input
10. an 8 digit number that is used in the computer's language and is the computer's way of talking
13. looks like a typewriter and inputs information into the machine

WORD LIST:

BYTE
PRINTER
DISK
ROM
INPUT
DATA
OUTPUT
PROGRAM
MICROCHIP
SOFTWARE
CPU
RAM
HARDWARE
KEYBOARD
DISKDRIVE
MONITOR

Topic 5: Caring for Hardware and Software

Aim: How do we care for hardware and software?

Performance Objectives: Students will be able to:

- demonstrate holding a disk correctly
- demonstrate inserting a disk into the disk drive
- demonstrate turning on the switches
- identify places where disks should not be stored
- explain rules for using the disk drive
- explain rules for using a computer lab
- read and sign a computer lab contract

Materials:

- disk: Disk Care (Apple or MS DOS) included in this book
- software: miscellaneous programs, such as typing, math, games, etc.
- student worksheets 5.1-5.8

Do Now:

Write a sentence explaining one purpose of computer disks.

Vocabulary: boot, contract

Motivation:

You are ready to begin your adventure with computers. Using the machines requires using equipment and disks that must be treated very carefully. If you do not, the computers become useless and there will be no adventure for you to enjoy.

Development:

1. Ask the class where they have seen the words "Handle with care." Distribute and discuss Worksheet 5.1. Then elicit some computer lab rules.
2. Tell the class that they will be using a program disk. Distribute miscellaneous self-booting programs to the students. These should be user-friendly programs. Do not distribute the word processing program until the next lesson.
3. Tell the class to look at the picture on Worksheet 5.2. Elicit the meaning of booting. Read and discuss the five things to know about using disks. Guide the class through the steps on the bottom of Worksheet 5.2 and Worksheet 5.3. Circulate through the room to make sure that each student is booting the program correctly.
4. After the students complete DO YOU KNOW HOW TO BOOT A COMPUTER?, discuss the responses.
5. After reading Worksheet 5.4, discuss places where disks should be stored.
6. Discuss rules for using the disk drives on Worksheet 5.5. Do not let the students trace the disk. They should make a simple drawing. Let them color the drawings. After the students complete the TRUE OR FALSE section, discuss the correct answers to all the false responses.

7. Discuss the picture on Worksheet 5.6. Have the students answer the question.

Application:

1. Distribute Disk Care disks. Review with students proper care of disks.

2. Distribute the COMPUTER LAB CONTRACT. Read it with the class. Discuss each section. Tell the class that once they sign a contract, they are responsible for everything they have promised. Have the class sign the contracts. Tell them that you will keep them on file.

Summary:

1. How do you hold a disk?
2. How do you insert a disk into the disk drive?
3. Where are the switches?
4. Where should disks be stored? Where should they not be stored?
5. What are the rules for using the disk drive?
6. What are the rules for using a computer lab?
7. What were some of the promises you made when you signed the contract?

Homework:

Have the class complete Worksheet 5.8. Tell the class to make another word puzzle using the code that is on top of the page. They will each challenge a classmate with the puzzles.

Enrichment:

1. Make a sign to hang in the computer lab that emphasizes one of the rules.

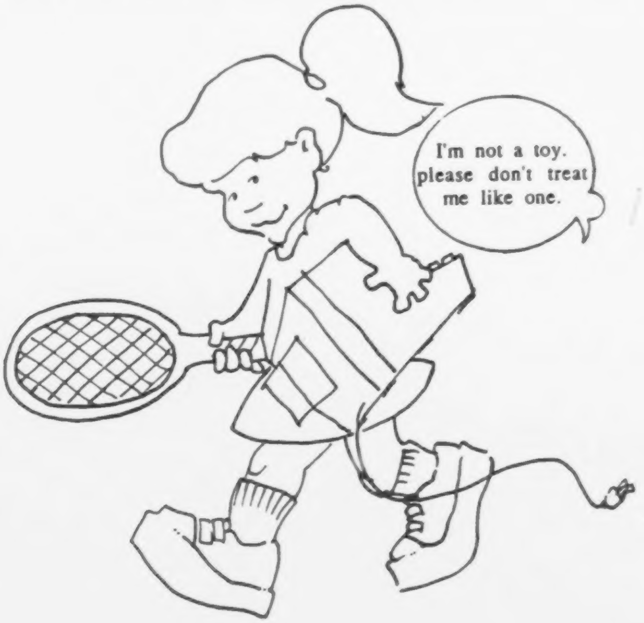
2. Within two weeks visit a computer store. Ask one or both of your parents to take you when you are out shopping. Write a short report which includes the name of the store and a description of some of the items that are sold there.

TOPIC 5 - CARING FOR HARDWARE AND SOFTWARE

Name ______________________________ Date ________________

HANDLE WITH CARE

Computers are complicated machines. You can play games on them, but they are not toys. Disks must also be treated right. Whether it be a program or the work you saved, if you destroy the contents on a disk, you will more than likely be upset.


I'm not a toy.
please don't treat
me like one.

What is happening in this picture? ______________________________

____

____

____

Describe correct behavior in a computer lab:

____

____

____

____

____

Name ______________________________ Date ____________________

BOOTING YOUR COMPUTER

Booting means starting, not kicking.

You will finally boot your computer. What do you think booting means?

____

Before you boot it, read these things you should know about disks:

1. Do not touch the shiny part.
2. Never bend a disk.
3. Use a felt tipped pen when you write on the label.
4. Always place the disk back in the envelope.
5. When you hold a disk, place your thumb on the label.

As you follow these directions, demonstrate to your teacher that you can do all the steps correctly.

1. Find the disk drive.
   How many drives does your computer have? ____________________
   If you have two drives, the main drive is the A drive and the other one is the B drive. The main drive is always used for the program disk. The B drive is always used for the saving disk.

Name ______________________________ Date ______________

What is the A drive used for? ______________________________
What is the B drive used for? ______________________________

2. Make sure the disk is top side up and your thumb is on the label. Slip the disk into the A drive and carefully close the latch. Make sure you do not turn it too far or that you do not snap it. Always use a gentle touch when you open and close the latch on the drive door.

How should you hold a disk? ______________________________

____

What should you remember when you open or close the latch? __________

____

3. Find the switches for the monitor and the CPU. Turn them on. Always place the disk in the drive before you turn on the computer. Turn on both switches.

Which do you do first? (circle the right answer)

1. turn the computer on   2. put the disk in

4. Watch and listen as the computer starts reading the disk.

What do you see? ______________________________

What do you hear? ______________________________

5. When you see the program's name, you have booted your computer.

6. What program are you using? ______________________________

****

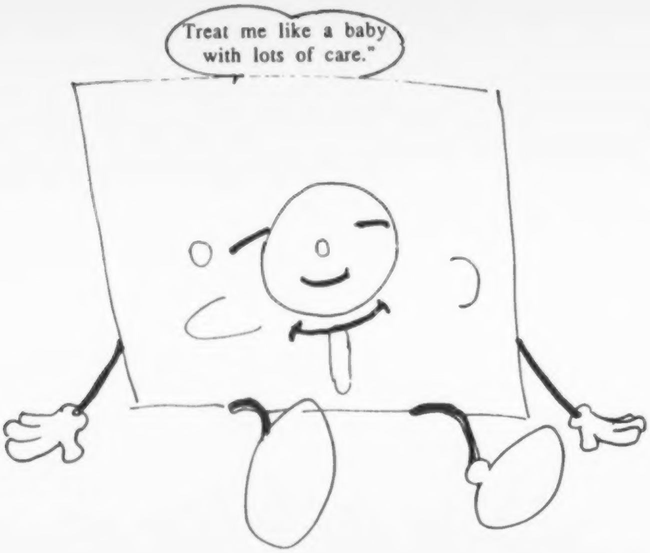
DO YOU KNOW HOW TO BOOT A COMPUTER?

Write down five things to remember when booting a computer.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Name ______________________________ Date ____________________

SOME OTHER THINGS YOU SHOULD KNOW ABOUT DISKS


"Treat me like a baby with lots of care."

1. Remove the disk from the disk drive. Look at it carefully. Do not touch the shiny part. Practice putting the disk in the disk drive and carefully closing the door. Take it out again and place it in the envelope with the shiny part down and the label facing out. How do you put a disk in the envelope?

   ____

2. Read these statements about where disks can be stored. Write TRUE or FALSE.

__________ 1. Disks can be stored in a storage box.

__________ 2. Disks can be stored in the freezer.

__________ 3. Disks can be stored in a very hot car.

__________ 4. Disks can be stored in an envelope.

Name ________________________________ Date ____________________

USING THE DISK DRIVE

1. Never place anything but a disk in the disk drive. Computer hardware and repair are very expensive.

2. Never open the drive door when the red light is on.

****

DRAW A PICTURE OF A DISK. TRY TO INCLUDE EVERYTHING.

****

TRUE OR FALSE

__________ 1. It is OK to stick a pencil in the disk drive.

__________ 2. Magnets can ruin disks.

__________ 3. Always open the drive door when the red light is on.

__________ 4. Hold the disk only by the shiny part.

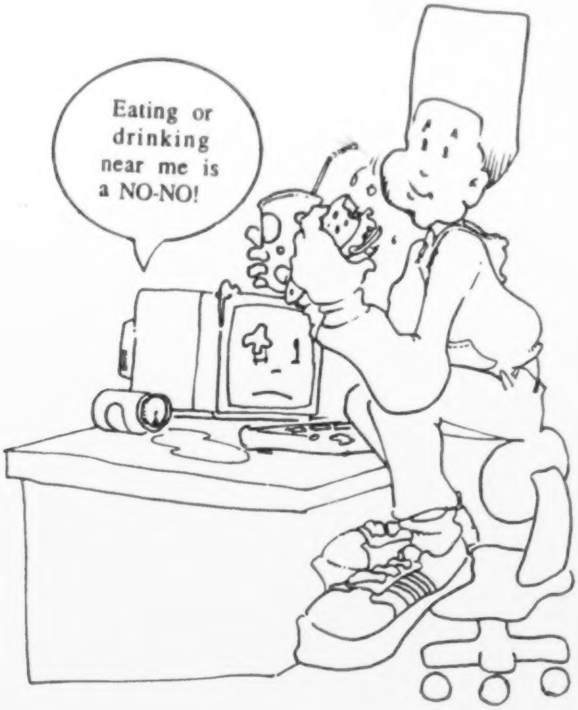
Name ____ Date ____________________

RULES FOR USING A COMPUTER LAB

What happens if you get crumbs in your tape player or spill soda into your TV?

____

Computers are no different. They will not work if you do not treat them with care. Also, do not touch the cords, screws, plugs or cables unless told to do so.


Eating or drinking near me is a NO-NO!

Discuss some of the problems you see in this picture. What are some things this person could do to change his behavior? ______________________________

____

____

Name ______________________________ Date ____________________

COMPUTER LAB CONTRACT

PART I. While I am in the computer lab, these are my responsibilities:

1. I will listen to my teacher.
2. I will get along with my classmates.

PART II. While I am in the computer lab, I will follow these routines:

1. I will sit in my seat.
2. I will place my books in the correct place.
3. I will arrive on time ready to work.
4. I will wait for the teacher's instructions before beginning my work.

PART III. While I am in the lab, I will follow these rules:

1. I will not eat, drink, or chew gum.
2. I will not remove the disks unless the teacher tells me to.
3. I will not leave my seat without permission.
4. I will not run.
5. I will handle the disks and computer in the correct way.
6. I will not touch plugs, cords, cables or screws.
7. I will not place anything in the disk drives other than disks.

I have read this contract. I agree to follow the rules and live up to my responsibilities in this computer lab.

____
Student's signature

____
Date

Name ______________________________ Date ____________________

HOW FAST CAN YOU SOLVE THE PUZZLE?

USE THIS CODE TO SOLVE THE WORD PUZZLE BELOW:

1	2	3	4	5	6	7	8	9	10	11	12	13
A	B	C	D	E	F	G	H	I	J	K	L	M
14	15	16	17	18	19	20	21	22	23	24	25	26
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

****

4 15   14 15 20   20 18 5 1 20

25 15 21 18   3 15 13 16 21 20 5 18

1 14 4   4 9 19 11 19   12 9 11 5

20 15 25 19

Topic 6: Using PC Write

Aim: How do we use PC-Write?

Performance Objectives: Students will be able to:

- . explain the meaning of formatting
- . format a blank disk
- . load the program disk
- . identify the parts of the editing screen
- . enter data
- . save the file

Materials:

- . software: DOS, PC-Write, blank student disks
- . felt tipped pens and disk labels
- . student worksheets 6.1-6.8

Do Now:

List three places where you should never store a disk.

Vocabulary: format, load, editing screen, file, edit

Motivation:

In this lesson you will learn a new way to write. Once you get used to using the computer to write, you may never want to use your notebook again. You will see that it is much faster and easier to write on the computer.

Development:

1. Tell the class that before they begin doing their first computer writing assignment, they must prepare a disk to save their work. Explain that each piece of work is called a file. Distribute Worksheets 6.1 and 6.2. Also, distribute a DOS disk and a blank disk. Read the information on Worksheet 6.1. Tell the class that preparing a disk for use is called formatting. Explain that once they prepare a disk for their machine, it cannot be used on an Apple or Commodore computer.

2. Guide the class through the steps for formatting on Worksheet 6.2. Emphasize that formatting is done only once and that formatting erases disks. Make sure the students write their names on labels with a felt tipped pen.

3. Distribute Worksheets 6.3 through 6.5. Discuss the picture on Worksheet 6.3. Hold up the three disks - a DOS, the PC-Write program disk, and a formatted disk. Explain the purpose of each. Tell the class that they must read the label to identify the disks. (If the students have problems reading the labels, you might want to color code them.)

4. Have the students discuss the picture on Worksheet 6.4. Discuss the meaning of loading. Guide the students through the steps in loading the program on Worksheet 6.5. Briefly explain why it is necessary to use ED and B: before the name of each file and to press F9 to get the screen.

5. Discuss the various parts of the editing screen. Explain that editing means making changes. Editing makes writing on a computer different from writing with a pen or pencil or a typewriter. When you make a mistake or want to make a change on your typewriting, you have to mess it up with white-out or do it again. When you work on a word processor, you simply edit the work on the screen to make changes.

6. Distribute Worksheet 6.6. Have the class locate the four keys listed on the page. Have the students type the list of information about themselves. Emphasize the fact that they should not worry if they make a mistake. Remind them that if they notice a mistake right away, they can backspace and retype the information.

7. Tell the students that knowing how to save files is an extremely important part of doing word processing. Explain that once the file is saved, it can be called back to the screen. Distribute Worksheet 6.7 and guide the class through saving the file.

Application:

Tell the class to turn the computer's switches off. Challenge them to load the program again and type ED B:ME to get their file back on the screen. Tell them to add one more line. The sentence they will add will begin with the following: THIS WEEKEND I PLAN TO....

Summary:

1. What does it mean to format a disk?
2. What do you type at the A> when you format a disk?
3. What does loading mean?
4. How do you load the word processing program?
5. What are the parts of the editing screen?
6. How do you save a file?

Homework:

Complete Worksheet 6.8 - DO YOU KNOW HOW TO USE COMPUTER COMMANDS?

Enrichment:

Divide the class into groups. Give each group 40 3 X 5 index cards and markers or crayons. They will make two sets of the following words:

hardware
data
printer
RAM
disk drive
CPU
keyboard
load
software
monitor
ROM
format
input
disk
boot
file
output
microchip
byte
edit

Once the group has completed making the two sets, they will play concentration. When they have finished the game, each student must then try to define each set of words he or she has collected. If the student has problems, the rest of the group will provide hints.

TOPIC 6 - USING PC-WRITE

FILENAME = ME

Name ______________________________ Date ______________

PREPARING YOUR OWN DISK

"Disks make saving work a cinch!"
HAPPINESS IS HAVING MY OWN DISK

In the last lesson you used a program disk. In the rest of this book you will be using a word processing program named PC-Write. When you do work, you will want to save it. The disk will be like a notebook. Instead of writing your ideas on paper, you will type them on the screen and save them on a disk.

When you buy a new disk, it is not ready or prepared for your computer. You must use special commands to prepare it. This is called formatting a disk. When you format a disk, you get it ready to be used on your type of computer.

Name ______________________________ Date ______________

STEPS FOR FORMATTING YOUR OWN DISK

Your teacher will hand out two disks for this worksheet: a DOS disk and a blank disk. Just as a key starts a car's system, the DOS disk is a disk used to start the computer's system. If you format a used disk, all the information will be erased. It is better to use a new disk. You need to format a disk only once because if you do it again, it will be erased.

1. Place the DOS disk in the A drive and close the drive door.

2. Turn on the switches of the monitor and the CPU.

3. Press ENTER twice. You will see A> which is the A prompt. When you see the A>, it means the computer is waiting for you to give it a command.

4. Place the new disk in the B drive.

5. Before you type the command, find the spacebar, the SHIFT keys, the <ENTER> key and the : (colon). Whenever you see <ENTER> in this book, you will press the key, not type the word ENTER. When you type a colon, you hold down one of the SHIFT keys and press the key with the : on top.

6. Type the following, making sure to include the spaces:

```
format b: <ENTER>
```

7. You will see a message "Insert new diskette for drive B: and strike any key when ready." Make sure your new disk is in the B drive.

8. Press any key. Notice the red light and listen for the whirring of the disk drive as the disk is being formatted. Do not open the door when the light is on.

9. When the formatting is done, you will see "Format complete" and information about the number of bytes. You will also see "Format another (Y/N)?" Since you want to format only this disk, type the letter N for NO.

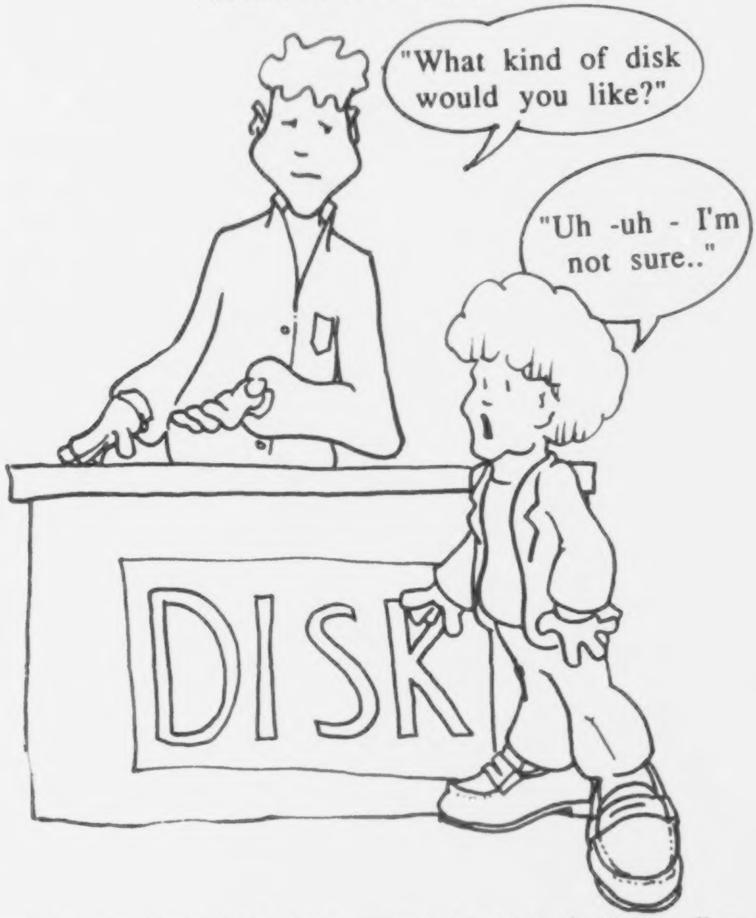
10. Press <ENTER>. You will see another A>. Remove the DOS and your formatted disk. Using a felt tipped pen, write your name on the label and place it on the top part of the formatted disk.

11. Turn off the switches on your computer. What does formatting do to a disk? ______________________________

    ____

Name ______________________________________ Date ____________________

WHICH DISKS DO YOU NEED?


"What kind of disk would you like?"
"Uh -uh - I'm not sure.."
DISK

Do not feel bad if you feel like the person in the picture. You are ready to start doing word processing, but are you sure which disks you will need? Your teacher will give you a DOS disk, a PC-Write word processing program disk, and your formatted saving disk with your name on the label.

What is the DOS disk used for? ________________________________

What is a program disk used for? ______________________________

What is your disk used for? __________________________________

Do you remember which disk you formatted? ______________________

Name ______________________________ Date ____________________

LOADING YOUR WORD PROCESSING PROGRAM

I'm having problems loading?What can I do?

Each time you do word processing, use these instructions to get started. Putting the program into the computer is called loading. In this lesson you will load the program, name a file and create your first file. Each assignment you create is called a file. Your teacher will help you follow these directions to load the PC-Write word processing program:

Name ______________________________ Date ______________

STEPS TO LOAD THE PROGRAM

1. Place the DOS in the A drive. Turn on both switches.

2. Press <ENTER> twice. You will see the A>. What does the A> mean?

   ____

3. Remove the DOS. Place the PC-Write disk in the A drive.

4. Place your saving disk in the B drive.

5. Each time you create a new assignment, you will give it a new name. This is called the filename. Your saving disk is like a file. It will list the names of all the lessons you created. Name your first file ME. All the filenames will be included on the top of the first page of each new lesson.

6. These are some important things to know:

   a. Before you type the name of the file, you must type the two letters ED. ED is not a man's name in this case. It is short for "edit." The screen you will type on is called an editing screen. When you edit, you make changes in your word processing work.

   b. Another thing you must type in front of the filename is the letter B and a : (colon). The B will send the work to the disk in the B drive.

   c. Every time you make a new file, you must type ED B:.

7. Since you are making a file named ME, what do you think you will type at the A>? ______________________________

8. Type the following: ED B:ME <ENTER>

9. You will see an editing screen after the program loads. In order to begin your work, you must press the F9 key. Look for your filename on top of the screen.

10. Write down some of the things you see on the editing screen. ______________________________

    ____

    ____

Name ______________________________ Date ____________________

CREATING YOUR FIRST WORD PROCESSING FILE

Hi, this is a word processor. It's here to make your life easier.
WELCOME TO EASY STREET

1. You are ready to type on your editing screen. Locate these keys before you begin:

   ENTER - Moves the cursor to the next line
   SPACE BAR - makes a space
   CAPS LOCK - allows you to type in all capitals
   BACKSPACE - erases the letter to the left of the cursor

2. Your file ME will include some information about you. Look at the list below. Do not type "(YOUR NAME)." You will type your own name. Also, do not type the ( ), which are open and close parentheses. Press the CAPS LOCK key to type in all capitals. Press <ENTER> at the end of each line. Do not worry if you make mistakes. You will learn to correct or edit them in later lessons. You can use the BACKSPACE key to back up and type something over again. Type this information about you:

   MY NAME IS (YOUR NAME).
   I LIVE AT (YOUR STREET ADDRESS).
   MY TELEPHONE NUMBER IS (YOUR TELEPHONE NUMBER).
   I WAS BORN ON (THE MONTH, DAY, AND YEAR YOU WERE BORN).
   I GO TO (THE NAME OF YOUR SCHOOL).
   I AM IN THE (YOUR GRADE) GRADE.
   I HAVE (COLOR OF HAIR) HAIR.
   I HAVE (COLOR OF EYES) EYES.
   I AM (NUMBER) YEARS OLD.

Name ________________________________ **Date** ____________________

SAVING A FILE

BANK
By learning to save on a disk you'll make future work easier. You can bank on it.

Look at the screen. If you see some mistakes, remember that it is normal. Most people fall off a bike the first time they ride it. Also, most people make mistakes when they first use computers. Saving your ME file is very simple and very important. If you don't save your work, it is like taking an eraser and erasing it. Do the following:

1. Press F1.
2. Press F3.
3. Remove the disks and turn off the machine.

Name ______________________________ **Date** ____________________

DO YOU KNOW HOW TO USE COMPUTER COMMANDS?

1. What does it mean to format a disk? ______________________________

   ____

2. What kind of disk do you format? ______________________________

3. What is the job of the DOS disk? ______________________________

4. What is your disk used for? ______________________________

5. What does it mean to load? ______________________________

6. If-you are naming a file named ME, what do you type when you see the A>?

   ____

7. Once you see the screen, which key do you press to start your work?

   ____

8. What are the steps you use for loading PC-Write?
   a. Place the __________ disk in the __________ drive.
   b. Place your saving disk in the __________ drive.
   c. Turn ______________.
   d. Press __________ twice.
   e. When you see the A>, remove the ______________.
   f. Place the ______________ program disk in the __________ drive.
   g. If the file name is YOU, what do you type?

   ____

9. Write TRUE or FALSE.

   __________ Formatting a disk erases it.

   __________ When you see the A>, it means the computer is waiting for you to command it.

   __________ When you want to save, you type SAVE.

   __________ When you load a program, you erase it.

Topic 7: The Keyboard

Aim: How do we use the computer keyboard?

Performance Objectives: Students will be able to:

- sit in the proper position for typing
- explain the purpose of the cursor
- type data using the wordwrap feature
- demonstrate using the SHIFT key
- locate special keys

Materials:

- software: DOS, PC-Write, data disks
- keyboard chart
- student worksheets 7.1-7.6

Do Now:

What two keys do you type to save a file?

Vocabulary: wordwrap, cursor

Motivation:

(This is a demonstration for the teacher to do.) Do the following: Demonstrate the proper sitting and fingering position for keyboarding. Type from copy so that you keep your eyes on the copy and type. Ask the class to describe specific things they noticed about the demonstration.

Development:

1. Review loading the program and naming a file. Tell the class to always look for the new name of the file on the first page of the worksheets. Remind them to always type ED B: before each filename. Guide them through loading the program and naming the new file KEYS. Remind them to press F9 to get the editing screen.

2. (This is a demonstration for the teacher to do) Sit at the keyboard hunched over with your legs crossed, one hand on your hip, and your eyes very close to the monitor. Ask the class what they think would happen if you typed like this for a long time. Develop the understanding that it is very important to be seated correctly. Distribute Worksheet 7.1. Read the five parts for proper body positioning. Assist the class in getting into the correct position. Emphasize the importance of being able to be seated in that way yet feel relaxed.

3. Tell the class to find the blinking square on the screen. Tell them that this is called the cursor. It shows them where they are typing.

4. Distribute Worksheets 7.2 through 7.4. Have the class follow the directions for typing letters. When they get to #5 on page 7.2, explain wordwrap and reformatting by using function key F7.

5. Have the students type the NUMBERS and SYMBOLS activities on Worksheet 7.3. Have the students locate the function keys. Review F1, F3 and F7.

6. Have the students follow the directions for OTHER SPECIAL KEYS on Worksheet 7.4. Tell them that when they use the SHIFT key to type capital letters and symbols, to use the one that is the most convenient for the letter being typed.

7. Tell the class to complete CHALLENGE TYPING and then save the file.

Application:

Distribute Worksheets 7.5 and 7.6. Let the students use the computer to complete the worksheets.

Summary:

1. What is the proper sitting and fingering position for keyboarding?
2. What is the purpose of the cursor?
3. How do you type the symbols on top of the number keys?
4. What does wordwrap do to the work you are typing?
5. Name several special keys and explain what their purposes are.

Homework:

Write these two headings on a piece of paper:
ADVANTAGES OF A PENCIL ADVANTAGES OF A COMPUTER
Complete a list under each heading. Some examples are a pencil can be used anywhere, and a computer works much faster than a person.

Enrichment:

1. Do a library project in which you try to find pictures of the early computers. Draw a picture of one of them.

2. Ask the members of your family if they use computers on their jobs. Write several sentences explaining how they use them.

Topic 7 - THE KEYBOARD FILENAME = KEYS

Name ____ Date ____________________

USING THE COMPUTER KEYBOARD

The keyboard is probably a little confusing. In this lesson you will learn how to use many of the keys. Before you do that, you must make a new file. Follow the directions on the last worksheet for loading the program.

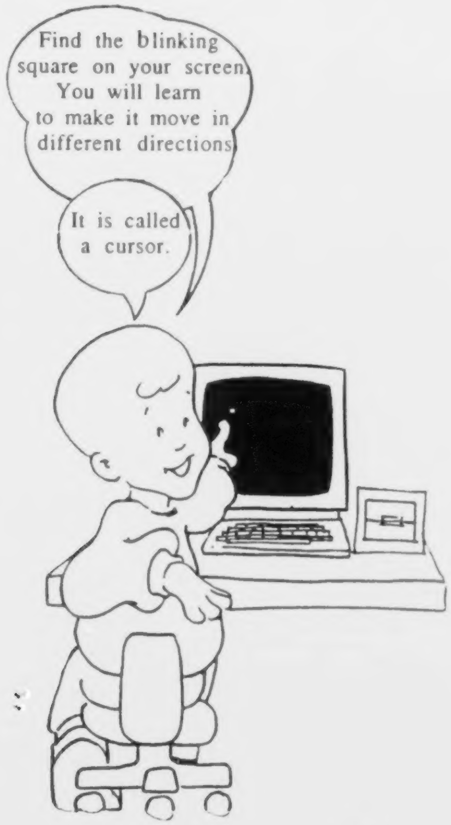
GETTING INTO POSITION

Did you ever bat a ball or try to play tennis? ____________________________
If you did, you will agree it is important to be in the right position. When you type, you should be in this position:

1. Body facing the middle of the screen.
2. Feet flat on the floor.
3. Elbows near your body and relaxed.
4. Fingers slightly curved.
5. Body slightly forward.

FINDING THE CURSOR

Look at the screen. Do you see a blinking square? This is called the cursor. It tells you where the next letter, number or symbol will appear.


Find the blinking square on your screen. You will learn to make it move in different directions.
It is called a cursor.

Name ______________________________ Date ____________________

LETTERS

Who can find these letters the fastest?
ABCDEFGHIJ
KLMNOPQR
STUVWXYZ

1. Place your right hand on the right side of the keyboard and your left hand on the left side. When you get older and your fingers get longer, you will be able to type from the home row. The home row keys are ASDF JKL:. For now, just try to keep each hand on the correct side.

2. Type the alphabet. It should look like this: abcdefghijklmnopqrstuvwxyz

3. Press <ENTER>. Type it again.

4. Type the alphabet twice, putting a space between each letter. Use your right thumb to press the spacebar.

   a b c d e f g h i j k l m n o p q r s t u v w x y z

5. Press the CAPS LOCK key and type the letters in all capitals. This time put two spaces between letters. When you get to the end of the line, let the computer move you to the next line. This is called wordwrap because the computer will wrap the words around. There may be times when the lines on your screen end in a slightly different place than in the book. Do not worry about that. Sometimes when you type, the program makes the words go off the screen on the right side. If that happens place the cursor on the line that is off the screen. Press F7.

   What is wordwrap? ______________________________

   What do you press if the line goes off the screen? ____________________

   Your screen should look like this:

   A B C D E F G H I J K L M N O P Q R S T
   U V W X Y Z

Name ______________________________ Date ____________________

NUMBERS

1. When you type numbers, the 0 (zero) is not the same as the letter O. Type the following twice:

1234567890 1234567890
1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9 0
0 8 5 6 4 3 2 9 8 7 6 5 4 3 0 1 2 8 9 5 6 4 3 9 6 4 3 2 9

2. Type these numbers and letters.

a b 6 4 r t c 2 f o 0 b v 5 0 z m 1 3 7 e r m 1 0 5 v h 8

* * *

SYMBOLS

1. Look at the keys with the symbols. Notice the number keys with the symbols on top. In order to type the top part of these number keys, you must hold down one of the SHIFT keys and type the key. Some keys are used for punctuation. Type these keys twice:

! . , ? " ' ; : ()

2. Some keys are used for math. If you do a computer unit in BASIC, you will learn that there is no multiplication or division sign. For multiplication use the * (asterisk). Division is the / (slash). Type these math keys twice:

- + = * / % $ #

3. Type any other symbol that you did not type already.

Which ones did you type? ______________________________

* * *

FUNCTION KEYS

1. Find the function keys.

2. What are these keys used for?

F1 ____________________ F3 ____________________

F7 ____________________

3. Do not press the functions keys now.

Name ______________________________ Date ______________

OTHER SPECIAL KEYS

1. Type a sentence about what you would like to do after school today. Then use each of these keys and tell what they do.

   a. BACKSPACE ______________________________

   b. ENTER ______________________________

   c. SPACEBAR ______________________________

2. Press <ENTER> to move to the next line. Press TAB.
   What happened? ______________________________

   The TAB key is set to make the cursor move in 5 spaces to indent for a new paragraph.

3. Type your name with only the first letter of your first and last name capitalized. It will look like this: Your Name. You will hold the SHIFT key down and press only the first letters of your first and last name. Then type the following:

   Sam Nancy Sue Amy Jamal Michelle Sarah Mary Brooklyn Staten Island Queens Manhattan Bronx

CHALLENGE TYPING

I know you like a challenge. Try to type these sentences:

Mary C. Jones lives at 3489 East 9th St. in Brooklyn, NY.
Do you know how to add 786 + 634?
Did you ever get a 100% on a big test?
893 - 782 = 111
Frankie's favorite foods are ice cream, pizza, and lasagna.
Hardy & Smith is the company Mike's father works for.
I wrote #3498 as the order number from Sears.

****

SAVING YOUR WORK

1. Press F1.
2. Press F3.
3. Remove the disks and put them in the envelopes.
4. Turn off the two switches.

70

Name ______________________________ Date ____________________

THE COMPUTER KEYBOARD

1. What is the right position for your body when typing?

2. The ______________ is the blinking rectangle that lets you know where you are typing.

3. What does wordwrap mean? ______________________________

4. What two things must you do when the words go off the screen to the right?

   ______________________ and ______________________

5. How do you type the first letter of a name? ____________________

6. How do you make 10 spaces? ______________________________

7. How can you make the cursor move in 5 spaces for a new paragraph with one key?

8. What happens when you press the BACKSPACE key?

9. What happens when you press <ENTER>? ____________________

10. What keys do you use to save? ____________ and ____________

11. How do you type the symbols on the top part of the number keys?

12. What is the difference between 0 and O?

13. What do you press when you want to type in all capitals?

14. Did you ever type on a typewriter? ____________________
    If you did, how is it different from a computer keyboard?

7.6

Name ______________________________ Date ____________________

DRAWING YOUR KEYBOARD

Study your keyboard carefully and draw it on this page.

Topic 8: Using the Arrow Keys

Aim: How do we use the keys to move the cursor?

Performance Objectives: Students will be able to:

. explain the purpose of the arrow keys
. demonstrate use of the arrow keys

Materials:

. software: DOS, PC-Write, data disks
. worksheets 8.1-8.4

Do Now:

Write a sentence explaining what the cursor tells you.

Vocabulary: arrow keys, cursor movement

Motivation:

In the last lesson, you used your computer like a typewriter. You simply typed sentences. In this lesson you will use four special computer keyboard keys. When you do word processing, it is important to be able to move the cursor to different locations. This will be the first of four lessons to teach you how to move the cursor.

Development:

1. Guide the class through loading the program and naming the new file ARROWS. Remind them to type ED B: before the file and to press to get the editing screen. Have the class use Worksheet 8.1 for detailed instructions.

2. Tell the class to locate the keys that are used to move the cursor in each of the four directions. They are called arrow keys. Distribute Worksheet 8.2. Have the class try each of the four keys and write down what happens when they use them.

3. Tell the class to look at Arrow Activity 1. Have them press the CAPS LOCK and then try to duplicate the steps. The most important part of this activity is to have them practice moving up the steps and then moving backwards. This skill is extremely important when word processing. Give them adequate time to practice.

4. Tell them to begin trying to duplicate Arrow Activity 2. Then, as in the first activity, they should practice going up and then moving the cursor backwards.

5. Distribute Worksheet 8.3. Read the instructions for Activity 3. Remind the students that it is not necessary to type the letters exactly as they see them on the worksheet. They must, however, include the entire alphabet. Once they have completed the typing, they will use the BACKSPACE key to erase the letters beginning with A. Make sure they are going through the alphabet in order and not just erasing the letters at random.

6. Have the class look at the two examples of the letter A in Activity 4. Draw some different style letters on the board to give the students ideas for making their first initial.

7. Assign the class Activity 5. Encourage them to be original in placement of the letters. For example, they can be straight across, diagonal, or one on top of the other.

Application:

Challenge the class with the picture-making activity on Worksheet 8.4. When the students finish, let them walk around the computer lab to see what their classmates have created. If possible, print the students' pictures and make a bulletin board.

Summary:

1. What is the purpose of the four arrow keys?
2. How do you use the four arrow keys?

Homework:

Make a sketch of a picture that you will create on the screen with the word processing program.

Enrichment:

1. Over the next two weeks, watch for the use of computers on television. For example, watch news programs carefully. Write a short report on where you saw computers being used on television.

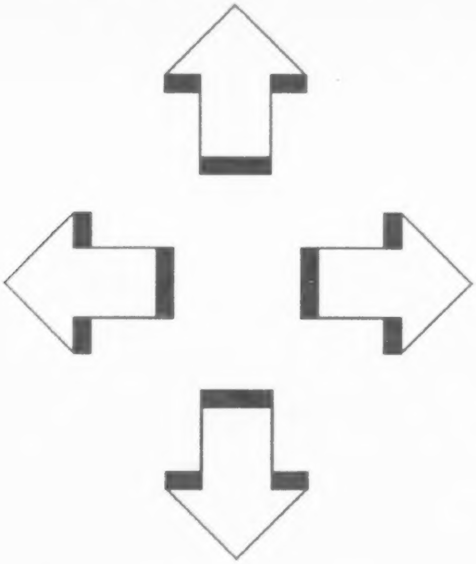
2. Take a trip to the library. If you do not have a library card, apply for one. Since everyone must now have a computerized UPC card, check out a book and watch the librarian. Ask the person if her/his job is easier now with the new cards. Write a report about what the librarian said and how the machine was used to read the code.

TOPIC 8 - USING THE ARROW KEYS

FILENAME = ARROWS

Name ______________________________ Date ____________________

USING THE ARROW KEYS



You probably agree already that a word processor can make your writing easy. In this lesson you will learn to move the cursor with the four arrow keys. First, you must load your program. The filename is ARROWS. This is a quick review:

1. Place the DOS in A drive. Turn on the machine.
2. Place your saving disk in the B drive.
3. Press <ENTER> twice. You will see the A>.
4. Remove the DOS and place the PC-Write disk in the A drive.
5. Type ED B: ARROWS <ENTER>.
6. When you see the typing screen, press F9 to begin.

****

How will word processing make your writing easy?

____

____

Name ____ Date ______________________

PRACTICING THE ARROW KEYS

Find the four arrow keys. Try them and write what they do.

Right arrow? ____

Left arrow? ____

Up arrow? ____

Down arrow? ____

Arrow Activity 1 - Try to make these up and down steps. Use your four arrow keys to move up and down. When you finish, practice walking up and down the steps.

```
                        U A N D D
                        U       D
                        U       D
                        U       D
                U U U U U       D D D D D
                U                       D
                U                       D
                U                       D
        U U U U U                       D D D D D
        U                                       D
        U                                       D
        U                                       D
U U U U U                                       D D D D D
```

Arrow Activity 2 - Type GLIDE ALL THE WAY UP AND ALL THE WAY DOWN. Use your arrow keys to trace your work going up and down. Then move backwards.

```
                               A
                              P N
                            U     D
                          Y         A
                        A             L
                      W                 L
                    E                     T
                  H                         H
                T                             E
              L                                 W
            L                                     A
          A                                         Y
        E                                             D
      D                                                 O
    I                                                     W
  L                                                         N
G
```

Name ______________________________ Date ____________________

Arrow Activity 3 - When you type these letters, try to make sure they are mixed up. They do not have to be exactly in these same positions. Just make sure to include them all. When you have finished, show your teacher. After that place the cursor one space behind the letter A. Press BACKSPACE. Go to the letter B. Do the same. Continue erasing one letter at a time in alphabetical order.

```
                    Y               R        E        V       T
       M    B   I        O   K          W        N              X
                     A             F                       C
        J   U  H   Z       G    S        P     D       L        Q
```

Arrow Activity 4 - You will make the initial of your first name. If it is an A, it might look like one of these:

```
A A A A A A A                      A
A           A                     A A
A           A                    A   A
A           A                   A     A
A           A                  A       A
A A A A A A A                 A A A A A A
A           A                A           A
A           A               A             A
A           A              A               A
A           A             A                 A
A           A            A                   A
```

Arrow Activity 5 - This is a challenge! Try to make your initials. Use your first and last initials or all three. If your initials were JMS, it might look like this:

```
    J J J J J J J
          J
          J        M           M
          J       M M         M M
          J      M   M       M   M
          J     M     M     M     M
J         J    M       M   M       M         S S S S S S
J         J   M         M M         M        S
J J J J J J  M           M           M       S
            M                         M      S
           M                           M     S S S S S S
                                                       S
                                                       S
                                                       S
                                             S S S S S S
```

Name ______________________________ Date ______________

Arrow Activity 6 - This is a drawing challenge. You can make a building, an animal, a tree, a flower, a person, a flag, a car, a boat, a plane or whatever you like. Ask your teacher to print your work and make a bulletin board. These are some ideas to get you started - a tree, a flag, an apartment building, and a house.

```
     xx
    xxxx
   xxxxxx
  xxxxxxxx
 xxxxxxxxxx
xxxxxxxxxxxx
     xxx
     xxx
```

```
* * * * * * * * * * * * * * * * * * * *
* **************  ____________________ *
* **************  ____________________ *
* **************  ____________________ *
* **************  ____________________ *
* **************  ____________________ *
* ____________________________________ *
* ____________________________________ *
* ____________________________________ *
* ____________________________________ *
* ____________________________________ *
* ____________________________________ *
* ____________________________________ *
* ____________________________________ *
* * * * * * * * * * * * * * * * * * * *
```

```
!!!!!!!!!!!!!!!!!
!  ww ww ww ww  !
!  ww ww ww ww  !
!  ww ww ww ww  !
!  ww ww ww ww  !
!  ww ww ww ww  !
!  ww ww ww ww  !
!  ww ww ww ww  !
!  ww ww ww ww  !
!  ww ww ww ww  !
!  ww ww ww ww  !
!  ww ww ww ww  !
!  ww ww ww ww  !
!  ww ww ww ww  !
!  ww ww ww ww  !
!  ww ww ww ww  !
!  ww ww ww ww  !
!  ww ww ww ww  !
!  ww ww ww ww  !
!               !
!  ****|*****   !
!  |   |    |   !
!  |   |    |   !
!  |   |    |   !
!!!!!!!!!!!!!!!!!
```

```
                      H H
                      H H
      H H H H H H H H H H H H
     H                       H
    H                         H
   H                           H
  H                             H
 H                               H
H H H H H H H H H H H H H H H H H H
H  * * * *               * * * *  H
H  *     *               *     *  H
H  *     *               *     *  H
H  * * * *               * * * *  H
H                                 H
H             H H H H             H
H             H     H             H
H             H >   H             H
H             H     H             H
H H H H H H H H H H H H H H H H H H
              |     |
             |     |
            |     |
           |     |
          |     |
```

SAVE YOUR WORK.

Topic 9: Moving the Cursor

Aim: How do we use other keys to move the cursor?

Performance Objectives: Students will be able to:

- move the cursor to the top and bottom of the screen
- move the cursor to the left and right of the screen

Materials:

- software: DOS, PC-Write, data disks
- worksheets 9.1-9.3

Do Now:

Write two things to remember when positioning yourself at the keyboard.

Vocabulary: wraparound

Motivation:

Do you think most people's favorite ice-cream is chocolate? Raise your hand if your favorite is chocolate. (Count the number and write it under the word CHOCOLATE on the board.) Those of you that did not raise your hand for chocolate must have another favorite. What is it? (Count and write the number and kinds.) Tell the class that in this lesson they will be writing about some of their favorite things.

Development:

1. Guide the class through loading the program and naming the new file CURSOR.

2. Tell the class that they will learn some new cursor movement keys. Before they use them, they will be typing a paragraph. Distribute Worksheet 9.1. Read the instructions for Activity 1. Tell the class to begin typing the sentences. Assist them in spelling if necessary. Tell them not to worry about mistakes.

3. When the students all finish, discuss some of their favorite things. Elicit that many of them like the same things. Tell the class what some of your favorite things are.

4. Advise them that they will use the paragraph they just typed to practice four more cursor movement keys. Have the class complete Activity 2. Make sure they write down what happens when they use each key. This is a list of how the cursor movement keys move:
   8 = top of screen
   2 = bottom of screen
   4 = left of screen
   6 = right of screen

5. Distribute worksheet 9.2. Explain that the purpose of using cursor movement keys is to be able to know which key or keys will move the cursor to the place you want it to be the most quickly. Tell the class that when they are moving to the 7 different places in the second part of Activity 2, they should try to get to those places as quickly as possible.

6. Remind the class to save the file.

7. Have the class complete WHICH KEY? and then have them draw a picture of their favorite things.

Application:

Have the students each sit with a partner. Have them take turns using the 9 cursor movement keys they have learned in the last two lessons to move to different places in the file CURSOR.

Summary:

1. Which cursor movement keys allow you to move to the top of the screen quickly?
2. Which cursor movement keys allow you to move to the bottom of the screen quickly?
3. Which cursor movement keys allow you to move to the left of the screen quickly?
4. Which cursor movement keys allow you to move to the right of the screen quickly?

Homework:

Have the students complete the WORD FIND on Worksheet 9.3.

Enrichment:

1. Conduct an interview with one or both of your parents. Ask them to name five games they remember playing as a child. Write a short paragraph comparing the games they played with the ones you play. If any of the games you play involve a computer in any way, mention that in the paragraph.

2. Investigate the use of computers in a local video store. Observe how computers are used. Write a short report describing their use.

TOPIC 9 - MOVING THE CURSOR

FILENAME = CURSOR

Name _______________________________________ Date _______________

USING THE CURSOR MOVEMENT KEYS

In this activity you will learn some other ways to move the cursor.

Activity 1 - Before you learn the new keys, you will type a paragraph. Remember to let the computer's wraparound move the words to the next lines. You will type everything you see, but type your own words where the blanks are.

I have many favorite things. My favorite game is _______________. My favorite song is _______________. _______________ is the color I favor. The movie I would love to see over and over again is _______________. My three favorite foods are _______________, _______________ and _______________. The thing I enjoy doing the most on the weekend is _______________ because _______________ _______________. _______________ is my favorite person. The sport I like to play best is _______________. The sport I love watching most is _______________. My favorite outfit to wear is _______________. Some of my other favorite things are in my room. They are my _______________, _______________ and _______________.

****

THE CURSOR MOVEMENT KEYS

Activity 2 - Try each of these keys. Use the number keys on the right side of the keyboard. Write where the cursor moves when you press each one.

8 - The cursor moves ____

2 - The cursor moves ____

4 - The cursor moves ____

6 - The cursor moves ____

9.2

Name ______________________________ Date __________ ________

Try using all the cursor keys you know to move to these places as quickly as possible:

1. The name of your favorite movie.
2. The name of your favorite color.
3. The name of your favorite thing to do on the weekend.
4. The name of your favorite sport to play.
5. Move to the first place you typed the word "favorite."
6. Move to the last place you typed the word "favorite."
7. Your favorite friend.

* * *

Save the file.

* * *

WHICH KEY?

1. Use ________________ to move to the bottom of the screen.

2. Use ________________ to move to the left of the screen.

3. Use ________________ to move to the top of the screen.

4. Use ________________ to move to the right of the screen.

* * *

DRAW A PICTURE OF YOUR FAVORITE THINGS.

Name ____ Date ______________________

A WORD FIND

Find the following words across, down, or diagonally.

- SOFTWARE
- KEYBOARD
- INPUT
- FORMAT
- LOAD
- BOOT
- PRINTER
- ROM
- RAM
- CPU
- HARDWARE
- BYTE
- MONITOR
- MICROCHIP
- OUTPUT
- DISK
- DATA
- PROGRAM
- DISK DRIVE

```
Q K E R T Y C P U I P R I N T E R U Y
S S E I J K N M M H L M I Y T R E W S
O D H Y Y T G H R A J O I N N B V F I
U E Y H B H B N N R M N I D P I U O K
T R A S A O N M E D I I M I K U O R I
P R R T A S A I O W C T S S R C T M S
U T I K J H G R U A R O O K A R O A O
T L O A D U I R D R O R U D I A O T F
S R R T E I Y H M E C O B R O M O I T
C V Y U E W S O L K H H O I N M U Y W
C B U H J M B K I O I I O V Y R E W A
V L O P Y E R E F J P U T E J U R E R
B O P E R W S D A T A U J B Y T E I E
Y U Y R R H N P R O G R A M U I E R W
```

Do you remember what they mean?

Topic 10: More Cursor Movement Keys, Scrolling

Aim: How do we use cursor movement keys?

Performance Objectives: Students will be able to:

- move the cursor to the beginning of a line
- move the cursor to the end of a line
- explain scrolling
- scroll one line at a time
- scroll an entire screen

Materials:

- software: DOS, PC-Write, data disks
- a long piece of paper scrolled
- worksheets 10.1-10.2

Do Now:

Write a sentence explaining why a business would use a word processor rather than a typewriter.

Vocabulary: scrolling, combination keys

Motivation:

When you first started learning about computers in this book, you learned about different places where computers are used. Another place is the United States government. They were used in World War II which was almost 50 years ago. Computers were used to crack the secret codes of the enemy. In addition, the government uses computers to keep track of all the citizens. This is done with the census which is taken every ten years. The government also uses computers to keep track of its employees and the tax records of everyone in the United States. It would be safe to say the government could not properly manage without computers.

Development:

1. In this lesson the students will continue to learn more cursor movement keys. Before they begin, have them load the program and name a new file MOVE.

2. Distribute Worksheet 10.1. Have the students type the list of names. When they finish, have them save.

3. Review the 8 cursor movement keys already learned. They are the four arrow keys, 8, 2, 4 and 6.

4. Tell the class they have six more keys to learn. Distribute Worksheet 10.2. Have them use the HOME key and the END key and write what happens. Discuss when these keys would be used. This is a list of how the six cursor keys move:
   7 = beginning of line
   1 = end of line
   3 = scrolls down one line at a time
   9 = scrolls up one line at a time
   Shift Pg Up = scrolls text up 24 lines
   Shift Pg Dn = scrolls text down 24 lines

5. Show the class the scrolled piece of paper. Scroll it down. Discuss the meaning of scroll and scrolling. Explain that sometimes a file that is typed might be very long. With scrolling, it is easy to run through the whole file very quickly. Have them use the 3 and 9 to scroll down and up one line at a time.

6. Tell the class that they can also scroll an entire screen which is 24 lines with combination keys. This means you will use two different keys. You hold down the first key and then press the second one. Do not try to type them simultaneously. Have them practice the combination keys SHIFT - PG UP and SHIFT - PG DN.

Application:

Prepare a roster of all the students in the class. Do not write them in alphabetical order. Distribute it to the students. Have then first alphabetize the list. Then they will name a new file CLASS and type it on the screen. When they finish, they will have used all 14 cursor movement keys.

Summary:

1. What key do you use to move the cursor to the beginning of a line?
2. What key do you use to move the cursor to the end of a line?
3. What is scrolling?
4. How do you scroll one line at a time?
5. How do you scroll an entire screen?

Homework:

Make a list of 30 relatives, friends and neighbors. Place them in alphabetical order. Bring the list to class to type. Your teacher will give you time in the near future to enter the list under the filename MINE. When you finish typing the list, you will practice all the cursor movement keys.

Enrichment:

1. Write a report about how each person in your family might use a computer.

2. Look through newspapers and look for advertisements for computers. Cut out three of them and bring them to class. Your teacher will allow you to work in a small group where you can compare the prices of the same computer in different stores.

TOPIC 10 - MORE CURSOR MOVEMENT KEYS FILENAME = MOVE

Name ______________________________________ Date __________________

MORE CURSOR MOVEMENT KEYS

You have already learned eight keys that move the cursor - the four arrow keys and the numbers 8, 2, 4 and 6. You will learn six others in this lesson.

Type the following list of names.

Annie Anderson
Bobbie Brown
Candie Carlyle
David Davidson
Earl Earlson
Freddie Fredrickson
Georgie Georgetown
Harvey Hardy
Igor Inok
James Jameson
Kathy Kelly
Lori Lauren
Mary Myers
Nick Nickerson
Olive Oline
Pam Pers
Quivie Quicker
Roger Rodgers
Steve Stevenson
Tommy Thompson
Ulan Ulido
Victor Vidnor
Wally Washington
Xerno Xeetee
Yoyo Young
Zorri Zorro

Using a computer = SUCCESS!
100%

Save your work.

Name ______________________________ Date ______________

MORE CURSOR MOVEMENT KEYS

Try these two keys on your list of names. Explain where the cursor moves:

7 - (HOME key) The cursor ______________________________

What word did the cursor move to? ______________________________

1 - (END key) The cursor ______________________________

What word did the cursor move to? ______________________________

SCROLLING

It is also possible to scroll the words. Scrolling is moving the words up or down so that different parts can be seen. Sometimes the file you type might be very long. Scrolling is a good way to see the whole file quickly.

What is scrolling? ______________________________

____

SCROLLING ONE LINE AT A TIME

Practice scrolling and write what happens.

3 - The cursor ______________________________

9 - The cursor ______________________________

SCROLLING AN ENTIRE SCREEN

You can also scroll through an entire screen (24 lines) by pressing combination keys. Try them and explain what happens. (You need at least 24 lines for this to work.)

SHIFT and PG UP - The cursor ______________________________

What word did the cursor move to? ______________________________

SHIFT and PG DN - The cursor ______________________________

What word did the cursor move to? ______________________________

Topic 11: Using All the Cursor Movement Keys

Aim: How do we use all the cursor movement keys?

Performance Objectives: Students will be able to:

- complete a cursor movement chart
- use all the cursor movement keys

Materials:

- software: DOS, PC-Write, data disks
- worksheets 11.1-11.4

Do Now:

Write a sentence explaining scrolling.

Motivation:

Modern computers were first invented in the 1940's. How many years ago was that? Since then, it is amazing to see what has happened to computers. The computers during that time were so large that they could fill a school gymnasium. These early computers had moving parts that would constantly break down. Can you think of other inventions that have changed through the years? How have cars changed? Do most people want a bigger or smaller car in a city? Why? Can you think of some invention in your home that has changed since you were very little?

Development:

1. Ask the class if they can remember all the cursor movement keys. Have them take out their notes. Distribute Worksheet 11.1. Tell the class to fill out the chart.

2. After they answer the two questions at the bottom of the worksheet, tell the class to load the program and name a new file SILLY.

3. Distribute Worksheets 11.2 and 11.3. Have the students think of silly names. Tell them they can be story names or names no one has ever heard of.

4. When they finish, have them type the list. Tell them to save the file.

5. Have them take out their cursor movement chart and try each key on their list.

6. Tell the students to complete WHAT DO THESE CURSOR MOVEMENT KEYS LET YOU DO?

Application:

Type yesterday's homework assignment which was to think of 25 names of family, friends or relatives. Name the file MINE. When you finish typing it, use all the cursor movement keys on it.

Summary:

What keys allow you to do the following:

1. Scroll down 24 lines?
2. Move up one line?
3. Scroll up 24 lines?
4. Move to the right one space?
5. Scroll up one line at a time?
6. Move down one line?
7. Scroll down one line at a time?
8. Move to the left one space?
9. Move to the bottom of the file?
10. Move to the top of the screen?
11. Move to the top of the file?
12. Move to the bottom of the screen?
13. Move to the right of the screen?
14. Move to the left of the screen?

Homework:

Have students solve the word puzzle - Worksheet 11.4. They will also make a new word puzzle using the code on the worksheet. They will challenge a classmate to complete their word puzzle in record time.

Enrichment:

1. Go to the library and find pictures of early computers. Make one of them with a cardboard box.

2. Research the history of computers. Work in a small group to make a timeline. Your teacher will explain what a timeline is.

Name ______________________________ Date ____________________

USING ALL THE CURSOR MOVEMENT KEYS

In this chapter you will practice all the cursor movement keys. Use the notes from the last two chapters to fill in this chart.

CURSOR MOVEMENT CHART

WHAT YOU WANT TO DO	WHAT KEYS DO YOU PRESS?
Move up one line	
Move to the right one space	
Move down one line	
Move to the left one space	
Move to top of screen	
Move to bottom of screen	
Move to left of screen	
Move to right of screen	
Move to top of file	
Move to bottom of file	
Scroll down one line at a time	
Scroll up one line at a time	
Scroll up 24 lines at a time	
Scroll down 24 lines at a time	

****

What is scrolling? ____

____

Why is knowing how to move the cursor an important part of learning about the computer?

____

Name ______________________________ Date ____________________

CHALLENGE ASSIGNMENT

1. Make a list of your own silly names in alphabetical order. This time give them a middle name too. Write them on the lines before you type them. (example - Catfish Carly Carlson)
2. Type your list.
3. Save the file.
4. When you finish,trade computers with a classmate and practice the cursor movement keys on their list.

A ____________________
B ____________________
C ____________________
D ____________________
E ____________________
F ____________________
G ____________________
H ____________________
I ____________________
J ____________________
K ____________________
L ____________________
M ____________________
N ____________________
O ____________________
P ____________________
Q ____________________
R ____________________
S ____________________

A ____________________
B ____________________
C ____________________
D ____________________
E ____________________
F ____________________
G ____________________
H ____________________
I ____________________
J ____________________
K ____________________
L ____________________
M ____________________
N ____________________
O ____________________
P ____________________
Q ____________________
R ____________________
S ____________________

A ____________________
B ____________________
C ____________________
D ____________________
E ____________________
F ____________________
G ____________________
H ____________________
I ____________________
J ____________________
K ____________________
L ____________________
M ____________________
N ____________________
O ____________________
P ____________________
Q ____________________
R ____________________
S ____________________

11.3

Name ______________________________ Date ______________

T ______________ T ______________ T ______________
U ______________ U ______________ U ______________
V ______________ V ______________ V ______________
W ______________ W ______________ W ______________
X ______________ X ______________ X ______________
Y ______________ Y ______________ Y ______________
Z ______________ Z ______________ Z ______________

* * *

WHAT DO THESE CURSOR MOVEMENT KEYS LET YOU DO?

SHIFT PG UP ____
RIGHT ARROW ____
8 ____
DOWN ARROW ____
1 ____
9 ____
UP ARROW ____
2 ____
SHIFT PG DN ____
6 ____
3 ____
7 ____
4 ____

Name ______________________ Date ______________________

HOW FAST CAN YOU SOLVE THE PUZZLE?

USE THIS CODE TO SOLVE THE WORD PUZZLE BELOW:

1	2	3	4	5	6	7	8	9	10	11	12	13
A	B	C	D	E	F	G	H	I	J	K	L	M
14	15	16	17	18	19	20	21	22	23	24	25	26
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

* * *

3 21 18 19 15 18   13 15 22 5 13 5 14 20

11 5 25 19   13 1 11 5   23 15 18 4

16 18 15 3 5 19 19 9 14 7   1

19 14 1 16

Topic 12: Inserting Practices

Aim: How do you edit a file by inserting?

Performance Objectives: Students will be able to:

- define insert
- explain how to position the cursor when inserting
- insert letters
- insert numbers
- insert symbols
- insert spaces
- insert lines

Materials:

- software: DOS, PC-Write, data disks
- worksheets 12.1-12.5

Do Now:

Explain what it means to insert a letter into a mailbox.

Vocabulary: insert, character

Motivation:

How would you insert a letter into an envelope? What do you think it means to insert in word processing? You will learn that skill in today's lesson.

Development:

1. Have the class load the program and name a new file INSERT.

2. Distribute Worksheet 12.1. Have the class read the information and complete the answers.

3. Tell the class that they will begin by inserting letters. Write the following on the board:

   "I do't like to kill anything."

   Ask, "What is missing?" Tell the class that in order to insert the letter "n," they must place the cursor on the ' (apostrophe) and type the letter. Explain that to insert a letter, place the cursor exactly where you want the letter to appear.

4. Distribute Worksheets 12.2. Have the students type the three sentences in Practice 1. They will then follow the directions to insert characters. Elicit the definition of character as one of the letters, numbers or symbols on the keyboard.

5. Have them follow the directions in Practice 2. Review what was wrong with each sentence after the students have completed the worksheet. Do not distribute Worksheet 12.3 until mistakes are discussed. Then distribute the worksheet and have class check their insertions.

6. Next, tell the class to type the words in Practice 3. After a discussion on how the words should be corrected, tell the class to make the necessary insertions.

7. Distribute Worksheet 12.4. Have the class complete the two activities to insert numbers, symbols and punctuation. Remind them to use the SHIFT key to type the top part of the keys.

8. Tell the class the next practice involves inserting spaces. Tell them that is done the same way as the other activities. Distribute Worksheet 12.5. Have the class follow the directions and complete the activity.

9. The class should following the directions in Practice 7 to indent and double space the paragraph after they have typed it.

Application:

Type a list of 20 words. In each word, you will leave out one letter. Switch places with someone else in the computer lab and edit each other's list.

Summary:

1. What does inserting mean?
2. What does character on a keyboard mean?
3. Where should you position the cursor when you want to insert?
4. How do you insert letters?
5. How do you insert numbers?
6. How do you insert symbols?
7. How do you insert spaces?
8. How do you insert lines?

Homework:

Write a story in which one of the main characters is a computer. Give it a name. Draw pictures to go with it. Read it to the class.

Enrichment:

Look in the Want Ads of your daily paper and cut out examples of jobs in word processing that you see advertised. Bring the ads to the class for a group discussion on the types of computer jobs available. Your teacher will describe the duties of the jobs to you.

TOPIC 12 - INSERTING PRACTICES FILENAME = INSERT

Name ______________________________ Date ________________

INSERTING LETTERS

The insert mode makes writing a dream.

What does it mean to insert a letter into an envelope?

____

In this chapter, you will learn to insert letters into words. When you insert you add. For example, if you typed the word "to" and realized you wanted "two," you could insert the letter "w" instead of retyping the entire word. Being able to insert is one of the best things about word processing.

Why? ____

Name ______________________________ Date ________________

Inserting Practice 1

Type these three sentences exactly as you see them:

Mike loved to go to schol. His favorte part was read. He loved books abot everything.

When you insert a letter, you always place the cursor on the space to the right of where you want to insert. Do the following to correct the mistakes:

1. Place the cursor on the "l" of the word "schol." Type the letter "o." The word should say "school."
2. Place the cursor on the "t" in the word "favorte." Type the letter "i."
3. Place the cursor on the . (period) after the "read." Type "ing". The word should now be "reading."
4. Place the cursor on the letter "t" in the word "abot." Type the letter "u." The word should say "about."

Inserting Practice 2

Type the following sentences:

1. I hear you like your vaction to Jamaica.
2. Ther is my family's new automobil.
3. I hop you don't go to the hopital.
4. I like the candy I go for Valetine's Day.
5. Margo has beatiful har.
6. When you are out in the sun, put sunscreen loton on.
7. In five moths, Ted will be ten year old.
8. When you us a computer, you type infomation.

What's wrong with each of the sentences?

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________

Name ______________________________ Date ________________

Insert the letters so that the sentences look like this:

1. I heard you liked your vacation to Jamaica.
2. There is my family's new automobile.
3. I hope you don't go to the hospital.
4. I like the candy I got for Valentine's Day.
5. Margo has beautiful hair.
6. When you are out in the sun, put sunscreen lotion on.
7. In five months, Ted will be ten years old.
8. When you use a computer, you type information.

****

Inserting Practice 3 - SPELLING CHALLENGE!

Type this list of words:

1. wondeful
2. bulding
3. peachs
4. loudes
5. lisen
6. soun
7. pargraph
8. typng

What is wrong with the spelling of the words you typed?

1. wondeful should be spelled ______________________________
2. bulding should be spelled ______________________________
3. peachs should be spelled ______________________________
4. loudes should be spelled ______________________________
5. lisen should be spelled ______________________________
6. soun should be spelled ______________________________
7. pargraph should be spelled ______________________________
8. typng should be spelled ______________________________

After discussing the correct answers with the class, insert the correct letters. Then, save the file.

What does it mean to insert?

____

Name ____ Date ______________________

MORE INSERTING PRACTICES: OTHER CHARACTERS

In the next four activities, you will insert numbers, punctuation, symbols, spaces and lines.

Inserting Practice 4 - Type the following sentences with numbers.

My sisters are 1 and 2 years old.
Mike lives at 4 East 9th Street.
Do you know how to add 6 and 9?
My favorite number is 1.
Pam has 3 dresses and 1 sweater.

When you finish, use your cursor keys to move back up to the first sentence. Remember when you insert, you place the cursor right after where you want the number to appear. Add numbers so the sentences look like this:

My sisters are 11 and 12 years old.
Mike lives at 141 East 109th Street.
Do you know how to add 66 and 190?
My favorite number is 10.
Pam has 13 dresses and 11 sweaters.

****

Inserting Practice 5 - You will now practice inserting symbols and punctuation. Type these sentences:

Carl knows that 12 24 36
Nora got 99 on her last spelling test
I like pizza icecream hot dogs and brownies
Stop the policeman screamed
Sam has 7850 in the bank

Your job is to insert letters and symbols so that the five sentences look like this:

Carl knows that 12 + 24 = 36.
Nora got 99% on her last spelling test.
I like pizza, ice-cream, hot dogs and brownies.
"Stop!" the policeman screamed.
Sam has $78.50 in the bank.

Name ______________________________ Date ________________

Inserting Practice 6 - Type these sentences exactly as you see them.

Spacesare very important insentences.
Harry bought cookies,juice,oranges and spaghetti.
Canyou type without lookingat thekeys?
Calvin has 8shirts,7T-shirts,9sweaters and 10pairs of pants.
Peterasked hismom for $45.00 tobuy a boogieboard.

Your job is to insert spaces. Place the cursor where you want the space to appear. Press the spacebar. This is what the sentences should look like when you finish:

Spaces are very important in sentences.
Harry bought cookies, juice, oranges and spaghetti.
Can you type without looking at the keys?
Calvin has 8 shirts, 7 T-shirts, 9 sweaters and 10 pairs of pants.
Peter asked his mom for $45.00 to buy a boogie board.

****

Inserting Practice 7 - Are you ready for a challenge? In this activity you will insert lines. When there is a blank line between lines, it is called double spacing. Before you begin, press the TAB key to indent for the paragraph. After you type the first part of the paragraph, you will finish it with your own words. Double space the ending too. Type this first part:

Linda and Jill were so excited about going to the Broadway play. It was their first time. They both wore their best dress. When they arrived, they couldn't believe how small the theater was. They had great seats. They were in the center, right near the stage. As the curtain went up, ...

Your job is to finish the paragraph. When you are done, place the cursor on the first letter of the first word on the second line. Press <ENTER>. Do the same for each line until the entire paragraph is double spaced and looks like this:

Linda and Jill were so excited about going to the Broadway play. It was

their first time. They both wore their best dress. When they arrived, they

couldn't believe how small the theater was. They had great seats. They were

in the center right near the stage. As the curtain went up,

****

Read your work and correct any mistakes. Save the file.

Topic 13: Inserting Words

Aim: How do you insert words?

Performance Objectives: Students will be able to:

- define description
- insert words in sentences

Materials:

- software: DOS, PC-Write, data disks
- worksheets 13.1 and 13.2

Do Now:

Write the computer definition of the word character.

Vocabulary: description

Motivation:

Write the following sentence on the board:
The boy ran.
What could you add to this sentence to make it more interesting? (Elicit different responses. Write some of them on the board.) When you add words, you are inserting. In this lesson, you will practice inserting words.

Development:

1. Ask the class what it means to describe. Distribute Worksheet 13.1. Have the students complete the top part of the worksheet. Discuss the responses.

2. Have the students complete Activity 1. They will type all the sentences. They will edit the first four by inserting words so that they look like the ones on the worksheet. The last four call for original insertions by the students. Have a number of students read their best original sentences to the class.

3. What is a picture? What do you think a word picture is? (Elicit - words in a sentence that describe so that you can almost see the objects in the sentence) Ask the class what kinds of words they would use to paint word pictures. (Elicit - words that describe)

4. Distribute Worksheet 13.2. The students will type the ten lines in Activity 2. When they finish, they will paint word pictures by inserting words. Have the students read their best sentence to the class.

5. Read the incomplete letter to the class in Activity 3. Challenge the class to insert words to make this letter very interesting. Tell them that they can make Barbara have a great time or a terrible time by the words they insert. Have some of the students read their letter to the class.

Application:

Type an incomplete letter on your computer. Exchange places with a classmate. Insert words into your partner's letter to make it interesting.

Summary:

1. What is description?
2. How do you insert words?

Homework:

Write ten short sentences. Do not use any descriptive words in the sentences. When you get to class, exchange your paper with a classmate's. Type the short sentences on the screen. Then practice inserting words. When you finish, go back and read how your original sentences were changed. See if you can insert a few more words.

Enrichment:

1. Spend approximately ten minutes looking carefully at your room. Write a description of it. When you finish, invite one of the members of your family into your room. This person will read the description and then will suggest to you any additions that could be made. Insert the additions.

2. Find a paragraph in a story that describes a place or a person. Copy the paragraph. Underline all words that describe.

TOPIC 13 - INSERTING WORDS FILENAME = WORDS

Name ______________________________ Date ______________

INSERTING WORDS

Are you ready to insert words? It's just as easy as inserting letters.

1. What does it mean to describe something? ______________________
____

2. Write four words you would use to describe yourself.
__________ __________ __________ __________

3. Write four words you would use to describe your room.
__________ __________ __________ __________

When you describe a person, place or thing, try to make sure the reader can really see what you are describing. Make the sentences seem real.

Activity 1 - Type these sentences.

1. The girl wore a dress to the party.
2. A man walked to the house.
3. The flower looked perfect on her dress.
4. The waves in the summer are refreshing.
5. A car drove by the building.
6. I like to eat ice-cream and ices in the summer.
7. The lady decided to stay inside because of the snowstorm.
8. The bike was just what the boy wanted for his birthday.

When you finish, you and your class will discuss how these sentences could be made better by using more descriptive words. Your job is to make the first four sentences look like the ones you see below. You will change the last four by yourself. Try to add at least five more words to each sentence.

1. The cute, little girl wore a red, velvet dress to the birthday party at her best friend's home.
2. A sad, old man walked very slowly to the lonely house he lived in.
3. The beautiful, pink and white flower looked perfect on her graduation dress.
4. The big, ocean waves are so refreshing on a hot, humid summer day.

Name ______________________________ Date ____________________

Activity 2

In this activity you will paint a word picture. You will try to make the reader see what you mean. Before you begin, you must type these lines:

1. car sped street
2. bicycle present
3. park filled children
4. woman face sad
5. classroom decorated
6. garden best town
7. boat ocean
8. sun made warm
9. girl cried
10. boy screamed

You will practice changing these words into sentences that are easy to see. This is an example of how the first one could be done: The jet-black racing car recklessly sped through the crowded city street. Can you see what's happening in this sentence? ________________ Your job is to insert words to make these words into interesting, descriptive sentences.

Activity 3

Type this incomplete letter:

Dear Molly,

I have write to you for time. I am on vacation in. I get up early and. I especially like the. The worst thing about. The hotel is. The food makes me feel. In the afternoon, I usually. That makes me. Last night I wore a dress to the. It was a night. I never thought that a meal could be so. I only have days left. I will be to get back. Write to soon.

Your friend,

Barbara

Do you think you could make this into a correctly written and interesting letter? Try adding a few words to each sentence. When you finish, you can read your letter to the class.
****

Edit your file by inserting and deleting. Save the file.

Topic 14: Deleting Practices

Aim: How do you delete?

Performance Objectives: Students will be able to:

- define delete
- delete characters
- delete words

Materials:

- software: DOS, PC-Write, data disks
- approximately 6 letters with mistakes corrected with white-out
- worksheets 14.1-14.4

Do Now:

Write a sentence using the word "insert."

Vocabulary: delete

Motivation:

Distribute several copies of letters typed on a typewriter on which white out and an eraser were used to delete mistakes. Would you feel proud to send this letter? Explain your answer. Why would you never have to send a letter like this if you used a computer?

Development:

1. Tell the class that since they now know how to insert with the program, it is also important to learn how to erase. Have the class load their programs and name a new file DELETE. Elicit the definition of delete.

2. Discuss how they have already used the BACKSPACE key to erase. Tell them that the computer word for erasing is deleting. Tell the class that they usually would use the BACKSPACE key to delete if they notice the mistake right away. If they correct it later, they would usually use the DELETE key. Explain that there is no set rule, as to which key to use, but use the key that is most convenient and can accomplish the job of deleting the quickest. Review how BACKSPACE deletes one space to the left. Explain and demonstrate DELETE erases right under the cursor.

3. Have the class locate the DELETE key. Distribute Worksheet 14.1. Tell the students to type the first version of the sentence. When they finish they will edit the sentence with the DELETE key so that it looks like the second version.

4. Tell the class that they will complete Activity 2 on Worksheet 14.2. This activity involves deleting characters. Remind them to position the cursor in the correct location.

5. Distribute Worksheet 14.3. Have the students type the sets of words. Then they will use the delete key to erase the incorrect one.

Application:

Have the class complete Activity 4 - Editing Challenge on Worksheet 14.3.

Summary:

1. What is deleting?
2. How do you delete characters?
3. How do you delete words?

Homework:

Distribute Worksheet 14.4. Have the students make as many words as possible. If they don't have enough lines, they can continue on the back.

Enrichment:

Prepare a skit with a classmate in which one of you is a computer salesperson and the other sells typewriters. After the sales pitches, ask the class which they would buy and why.

TOPIC 14 - DELETING PRACTICES FILENAME - DELETE

Name ______________________________ Date ____________________

USING THE DELETE KEY

Deleting is a fancy way to say erasing.

You have already learned to edit files by inserting. Another way to edit is by deleting. Deleting is erasing. You have learned how to delete one space to the left.

What key do you use? ______________________________________

Hopefully you said the BACKSPACE key. Another key you can use is the DELETE key. Locate it.

Activity 1 - Type the following:

One of the very very best ways to learn everything all about computers is to practice practice.

Use the DELETE key to erase unneeded words. The DELETE key erases exactly under the cursor. The sentence should look like this when you finish:

One of the best ways to learn about computers is to practice.

****

Name ______________________________ Date ____________________

Activity 2 - Type the following:

November 31, 1989

Dear Monnica,

I was verry surprised to hear from you yesterday . Thee birthday gift present you sent mailed was perfect wonderful. You must rememember that blue green is my favorrite collor. I reallly will enjoy wearring the sweater. I willl think of you when ever I have it own.

I am very bussy with my schoool work . The teacher gives too much plenty homework. I allso play on the basket ball team. Thiss also takkes up my time, but I love like it.

I am hopping to visit you for Christmas vaccation. It willing bee like old timmes. I miss the snow ice now that I have moved moving to Califfornia. All the sun is nicce, but there is some thing about winter in New York that makes mee feel lone some. I'm hoping to heear from you soon.

Love ,

Mary Lou

****

Edit the letter by deleting letters, spaces, lines and words. Your final copy should look like the following:

November 3, 1989

Dear Monica,

I was very surprised to hear from you yesterday. The birthday gift you sent was perfect. You must remember that blue is my favorite color. I really will enjoy wearing the sweater. I will think of you whenever I have it on.

I am very busy with my schoolwork. The teacher gives too much homework. I also play on the basketball team. This also takes up my time, but I love it.

I am hoping to visit you for Christmas vacation. It will be like old times. I miss the snow now that I have moved to California. All the sun is nice, but there is something about winter in New York that makes me feel lonesome. I'm hoping to hear from you soon.

pa:ms.14

Love,

Mary Lou

Name ______________________________________ Date __________________

Activity 3 - Type the following sets of words:

ornge orange
deleet delete
screen screne
commputer computer
cursor curser
insret insert
paragraph pargraph
montor monitor
keyboard keybord

Look at each line. One of the words is misspelled. Use the delete key to erase the word that is wrong. You and your classmates will discuss the correct spellings when everyone is finished.

****

Activity 4 - Editing Challenge

Editing lines by inserting and deleting is the most important part of word processing. To practice, type the four sentences you see here:

Edit work lines take a lot practise.
Insert mean to ad leters,number or smbol.
Delet mean to eras what you have all type.
Their are to many thing to rember when yo fist lern computer.

Your job is to edit the lines so that they look like this:

Editing lines quickly takes practice.
Inserting is adding letters, numbers, symbols and spaces.
Deleting is erasing what you have typed.
There are many commands to remember when you learn how to do word processing on a computer.

****

Save the file.

14.4

Name ______________________________ Date ____________________

HOW MANY WORDS CAN YOU MAKE?

How many words can you make from these words?

COMPUTERS

INSERT AND DELETE

Topic 15: Centering Lines

Aim: How do you center lines?

Performance Objectives: Students will be able to:

- define centering
- use the centering command

Materials:

- software: DOS, PC-Write, data disks
- worksheets 15.1 and 15.2

Do Now:

Write a sentence using the word delete.

Vocabulary: center

Motivation:

Write the following on the board:

PLEASE
COME
TO
MY
BIRTHDAY
PARTY
ON JULY 5
AT 6:00 PM

PLEASE
COME
TO
MY
BIRTHDAY
PARTY
ON
JULY 5
AT 6:00 PM

Ask the class which invitation they like better. Discuss why. Tell the class that in this lesson they will learn how to put words in the center of lines.

Development:

1. Write the word "centering" on the board. Elicit its definition. Ask the class when they would want to have a line centered.

2. Tell the class to load their programs and name a new file CENTER.

3. Distribute Worksheets 15.1 and 15.2. Have them follow the directions in Activity 1 to center an invitation.

4. Have them complete Activity 2 in which they type an original invitation.

5. Have the class look at the menu in Activity 3. Tell them they will try to duplicate it on the screen.

6. Challenge the class in Activity 4 to think of the best meal they can imagine. Have them center the menu. Have the students share their menus with the class.

Application:

Give the students a list of the names of the 50 states to type. Center each state with the centering keys.

Summary:

1. What does centering mean?
2. How do you center?

Homework:

Make a list of 15 names of sports. Bring the list to class to type into your computer. Center each line.

Enrichment:

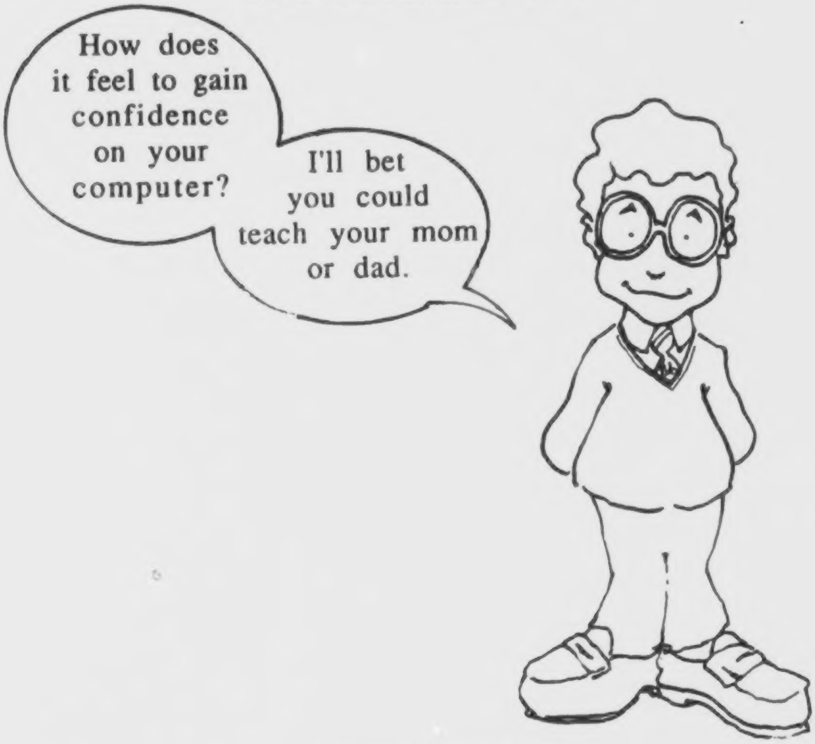
1. Write a paragraph explaining why it is easier to write using a word processor than with a pencil or pen.

2. Make a list of 20 people you know. Put them in alphabetical order. Bring them to class to type. Center each one.

TOPIC 15 - CENTERING LINES FILENAME = CENTER

Name ______________________________ Date ____________________

USING THE CENTERING COMMAND


How does it feel to gain confidence on your computer?
I'll bet you could teach your mom or dad.

CENTERING A LINE

Write your name in the center of this line.

____

There are many times when you want one or more lines centered. When you type an assignment with a title, you will probably want to have it in the center.

Activity 1 - Centering an invitation

1. Press the CAPS LOCK key. Type the word: PLEASE
2. Make sure the cursor is on the line with the word PLEASE. Hold down the SHIFT key and press F8.
3. What happened to the line?

   ____

4. Type the rest of these lines. Use SHIFT F8 to center each one.

Name ______________________________ Date ____________________

PLEASE

COME

TO A

BIRTHDAY PARTY

FOR

JAMIE JOHNSON

DATE: NOVEMBER 1

PLACE: 3556 EAST 99TH STREET

TIME:3:00 - 6:00 P.M.

RSVP:(718)783-0983

****

Activity 2 - Type another invitation to a party at your house. Center each line.

****

Activity 3 - Type the following menu. Center each line.

MENU

SHRIMP COCKTAIL
FRENCH ONION SOUP
LETTUCE AND TOMATO SALAD
BROILED STEAK
BAKED POTATO
PEAS AND CARROTS
GARLIC BREAD
STRAWBERRY CHEESECAKE
ICED TEA

****

Activity 4 - Make up a menu for a special dinner. Type it and center each line.

****

How do you center a line? ____

____

Save the file.

Topic 16: Getting Files From Your Disk

Aim: How do you get files from your disk?

Performance Objectives: Students will be able to:

- define a disk directory
- demonstrate getting a file on the screen from the disk directory
- demonstrate getting a file on the screen when you know the name

Materials:

- software: DOS, PC-Write, data disks
- telephone directory
- a variety of programs (for Enrichment activity)
- worksheets 16.1-16.3

Do Now:

Write a definition of centering. Use it in a sentence about computers.

Vocabulary: disk directory

Motivation:

Hold up the telephone directory. What is this? (Elicit telephone directory) Why is it important?

Development:

1. Distribute Worksheets 16.1 and 16.2. Have students read the first section of Worksheet 16.1. Discuss the definition of directory as it applies to their data disk. Discuss why it is important to be able to get a directory or list of the files you have saved.

2. Have the students load the program disk and insert their data disk in the disk drive.

3. Guide the class through the instructions on the bottom of Worksheet 16.1 to get the disk directory on the screen.

4. Check to make sure that everyone can get the file ARROWS on the screen.

5. Have the class edit the file ARROWS and save it again.

6. Tell the class that if they can remember the name of a file they can get it on the screen very easily. Have them refer to the directions on GETTING A FILE WHEN YOU KNOW THE NAME on worksheet 16.2.

7. Have the class edit the file INSERT. They will then save it.

8. Tell the class to complete the REVIEW section. Discuss the answers.

Application:

Turn off your computer. Reboot to get the disk directory back on the screen. Write down the list of files on your disk directory in your notebook. Choose another file from the directory. Get it on the screen. Edit mistakes by inserting and deleting. Save it again.

Summary:

1. What is a disk directory?
2. How do you get a file on the screen by using the disk directory?
3. How do you get a file on the screen when you know the name of the file?

Homework:

Make a list of 5 things to do under each heading:

THINGS TO DO ON A SUNNY DAY
THINGS TO DO ON A RAINY DAY
THINGS TO DO ON A SNOWY DAY

Your teacher will give you time to type the lists in class. Name the file THINGS.

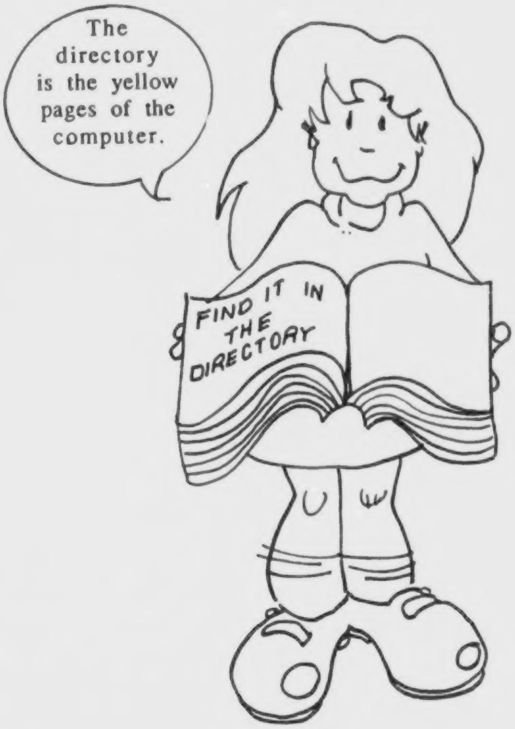
Enrichment:

Your teacher will let you use several computer programs. They might help you with typing, reading, math, map skills, etc. When you finish each one, write several sentences giving your opinion on whether the computer really helped you. Explain how. Also, tell whether the program was easy to use or confusing. Have a class discussion on the programs that you have available for them to use.

TOPIC 16 - GETTING FILES FROM YOUR DISK

Name ______________________________ Date ________________

GETTING A DISK DIRECTORY


The directory is the yellow pages of the computer.
FIND IT IN THE DIRECTORY

Where do you look when you want to find someone's telephone number?

____

The actual name for a telephone book is telephone directory. You can also get your disk's directory. It will list all the files you have saved. When you cannot remember the name you used to save your files, you can see the list of all your files on the directory. You can get your disk's directory by doing the following:

1. Place the DOS in the A drive. Press <ENTER> twice. When you see the A>, remove the DOS.

2. Place the program disk in the A drive and your data disk in the B drive.

3. Type: DIR B:/P <ENTER>.

4. You will see a list of files.

5. You want to see a file that you saved named ARROWS. Type the filename as follows:

```
ED B:ARROWS <ENTER>.
```

Name ______________________________ Date ____________________

6. Press ESC to make the file ARROWS appear.

7. What do you see on your screen? ______________________________

8. Look through the file. Make any corrections necessary.

9. Save the file.

GETTING A FILE WHEN YOU KNOW THE NAME

It is easy to look in your notebook to see what you did last week. It is just as easy to look back at your work on your data disk. When you know the name of the file, do the following:

1. At the A>, you would type ED B: and the name of the file you want to get. You would then press <ENTER>.
2. Try to get the file named INSERT.
3. If you need help, use these directions:
   a. At the A>, type ED B:INSERT <ENTER>.
   b. Press ESC to get the file on the screen.
4. Edit the file by inserting and deleting.
5. Save the file again.

REVIEW

1. How do you get a file back on the screen when you know the name is DELETE?

   At the A>, type ______________________________

2. What is the disk directory?

   ____

3. How do you get the disk directory on your screen? At the A>, type

   ____

4. Practice getting your directory again. What are the file names you see?

   ____

TOPIC 16 - WRITING ABOUT FEELINGS FILENAME = FEELING

Name ______________________________ Date ____________________

WRITING ABOUT YOUR FEELINGS

In this activity, you will write about your feelings.

Activity 1 - Type these sentences. Fill in your own words where the blanks are.

I feel important when ______________________________.

I feel happy when ______________________________.

I feel lonely when ______________________________.

I feel very angry when ______________________________.

I feel excited when ______________________________.

I feel very nervous when ______________________________.

****

Activity 2 - Type these sentences and finish the endings.

The time I felt the most embarrassed was when ______________________________

____

The time I felt the most proud was when ______________________________

____

****

Activity 3 - Type five sentences about five things that make you happy.

****

Activity 4 - Type a paragraph of three or four sentences describing the time you were the most scared.

****

Edit your work with the insert and delete commands. Save your work.

Topic 17: Using Your Imagination to Write

Aim: How can we use our imagination to help us write?

Performance Objectives: Students will be able to:

- define imagination
- complete imaginative sentences
- write a scary story
- use editing keys to edit work

Materials:

- software: DOS, PC-Write, data disks
- approximately 6 pictures that could be used as settings for scary stories
- worksheet 17.1

Do Now:

What do you type at the A> to get the disk directory?

Vocabulary: imagination

Motivation:

(Hold up the pictures one at a time.) Use your imagination to describe what you see. If you were writing about this picture, could you describe anything that could be heard, smelled, tasted or felt? Explain. Which picture would be the easiest to write about? (Tape all of the pictures to the board so that everyone can see them.) Later in this lesson, you will be writing a story. You can use one of these pictures as the place of the action in the story.

Development:

1. What is the best story you have ever read? Why did you like it? Could you almost see what was happening? If you could, the author had a good imagination. Most writers that are great use their imagination. What does the word imagination mean? (Elicit - creating a picture in the mind) In this lesson you will get the chance to use your imagination.

2. Before the class begins their assignment, have them load the program and name a new file IMAGINE.

3. Distribute Worksheet 17.1. Read #1 to the class. Ask for volunteers to finish the sentence orally. Tell them to try to make the rest of the class almost see and feel the words they are using.

4. Tell the students to complete all seven sentences. When they finish, have each person read his/her best sentence. Have the rest of the class listen to each person and try to remember the words that were imaginative. Discuss the best words in each sentence.

5. Ask the class if they have ever been to camp where they had to sleep in a tent. Have those who have tell the class what it was like. Have them explain how it felt, what they saw, what they smelled, and what they heard. Ask them if they sat around a campfire at night. Tell the class that one of the most enjoyable things to do around the campfire is to tell scary stories.

6. Read the directions for Activity 2. Tell the class to look at the pictures and decide whether they want to use one as the place for the scary story they will type. If not, they should think of another place. They are to use their imaginations to make the words create a picture. Tell the class to concentrate on making the readers of the story really see, feel, taste, hear and smell what is happening. Tell the class they will be reading their stories to the class. (Optional - There will be a contest for the scariest story. When all the stories have been read, you can divide the class into small groups to decide on the best story from each group. You can then have a show of hands for the winner from the finalists.)

7. After the class has edited and saved the stories, they will take turns reading them. If possible, print the stories. Then, create a campfire setting in the room with dim lights or a lantern (with official approval). Have all the students sit in a circle and listen to all the campfire stories.

Application:

Type a paragraph in which you imagine that you are not sitting in a classroom in New York City, but in one of the following situations:

1. picking fruit in Argentina, South America
2. being trained to use a sled dog team in Alaska
3. working in a rice field in China
4. living on a farm in the Midwest
5. being trained to work in a high wire act in a circus
6. being the first student to be on the space shuttle

Put yourself in the story. Make sure to use your imagination. Name the file FARAWAY.

Summary:

1. What does imagination mean?
2. How do you use your imagination when writing?
3. How do you edit your work?

Homework:

Find a story you like. Write down approximately five sentences that show that the author is using his/her imagination. Underline all words that make the sentences create a picture in your mind.

Enrichment:

Find pictures in magazines that could be used for story writing. Find several of places and others of people. When the class has a large selection of pictures, they can be categorized and filed in folders for everyone to use.

Choose one of the pictures you found. Write a story based on the picture.

TOPIC 17 - USING YOUR IMAGINATION TO WRITE FILENAME = IMAGINE

Name ______________________________ Date ________________

USING YOUR IMAGINATION

This activity is a chance for you to use your imagination.

Activity 1 - Type these sentences using your own words to complete them.

1. As I walked through the woods, I screamed when I felt a

   ____

2. I knew those footprints in the snow were not human or animal but

   ____

3. Although I was falling asleep, I sat up straight when I heard

   ____

4. I jumped up and down as my mother told me about

   ____

5. I'll never ever read a scary story before bedtime because

   ____

6. I always thought UFO's were a joke until ____________________

   ____

7. As I stood before the principal, ______________________

   ____

****

Activity 2

Type a scary story that you could tell on a camping trip in the mountains. Try to imagine the smell of the fire burning, the sound of the crickets in the woods, the moon shining, and the taste of hot chocolate to keep you warm in the chilly mountain night. Everyone there has to tell a story. Each person will try to tell the scariest one. Type your story on the screen. You will read it to the class.

****

Edit your work by deleting and inserting. Save the file.

Topic 18: Using Word Lists to Improve Writing Quality

Aim: How may we use word lists to write better?

Performance Objectives: Students will be able to:

- explain how word lists can help when writing
- use a word list to enhance written expression

Materials:

- software: DOS, PC-Write, data disks
- box of 64 crayons
- items of different colors (fabric, paper, clothing, etc.)
- worksheets 18.1-18.3

Do Now:

Write a short paragraph telling how you use your imagination.

Motivation:

Hold up the color items one at a time. Ask the class to name the exact color of the object. Tell them to be specific. How many different blues are there? Name some of them. How many different greens? Name some of them. You will be learning many new words in this lesson. Some will be color words. They will help you to become a better writer.

Development:

1. Hold up a box of 64 crayons. Ask the class if they can name most of the colors. Have them try to name them. Distribute Worksheet 18.1. Have the students take turns reading the lists. After each list has been read, invite the students to ask questions about colors they don't recognize. Have the members of the class look for objects in the room, clothing, a crayon, etc. to find an example for the colors. Also, discuss the WORDS TO DESCRIBE COLORS, eliciting their meaning and applying them in descriptive sentences.

2. Tell the class to load the program and name a new file LIST. Have them write sentences in which they use at least 10 of the color words. Have each member of the class tell the others what his/her favorite color is.

3. Tell the class that words can make you feel happy or sad. Ask them to think of happy words. Next have them think of sad words. Discuss why it is boring to always use the word "happy" or "good." Distribute Worksheet 18.2. As you read the lists with the class, have the students take turns demonstrating the meaning of each word. Tell them that many of these words may be more difficult than the ones they are accustomed to using. Encourage them to try several new, more varied words in their writing. Remind them to always check in the dictionary for the meaning of unfamiliar words. They can also consult with you to make sure they are using the new words correctly. Read the instructions for Activity 2. Have the students write two short paragraphs. One will contain words from the first two word lists. The second will contain words from the last three lists.

Application:

Distribute Worksheet 18.3. Have the class take turns reading the lists. Have them make a check alongside the words they do not know. Tell them to imagine taking a walk. They will use at least 10 of the words to describe what they see or experience on this walk. They will read the paragraph to the class. Encourage them to use at least one of the words that is new. Make sure dictionaries are available for them to use.

Tell them to save these word lists for other writing assignments. Encourage them to make other word lists.

Homework:

Use your word lists to describe your room. Underline each word from the word lists that you used. Try to use at least 20.

Enrichment:

Describe a trip that two students take. You can be one of them, if you wish. They are on a vacation trip during which they take a trip to the boardwalk in Coney Island, ride the waves at Riis Park, go on a walk in Central Park and then walk down 5th Avenue in Manhattan during lunch hour.

TOPIC 18 - USING WORD LISTS FILENAME = LIST

Name ______________________________ Date ______________

USING WORD LISTS

How many words do you know? ______________

Do you wish you knew more? ______________

Why? ____

In this lesson, you will be given lists of words. Many will be new. Using them will help you become a better writer. You will try to use some of these words in sentences.

Activity 1 - Read and discuss these color words. Use a box of 64 crayons to try to decide what all these colors look like. When you finish, describe yourself, your classmates, your classroom and your computer lab with these color words. Try to use ten different words in sentences on your screen.

RED/PINK/PURPLE
crimson
ruby
scarlet
burgundy
hot pink
maroon
violet
lavender
lilac
fire-engine red

GREEN
lime
olive
emerald
mint
shamrock
forest
granny apple
army

ORANGE
peach
apricot
tangerine

YELLOW
lemon
gold

BLUE
sky blue
navy
midnight
turquoise
aqua
powder blue
royal blue
sapphire

WHITE
ivory
off-white
snow white
silvery
frosty
milk-white
pearly

BROWN
cocoa
cinnamon
bronze
khaki
rust
tan
beige
auburn

BLACK

jet-black
coal black
ebony
raven

WORDS TO DESCRIBE COLORS

faded
washed out
pale

bright
blazing
iridescent

Name ______________________________ Date ____________

Activity 2 - After you have read and discussed these words, you will write two different paragraphs. The first one will describe a happy place. Use the HAPPY/FRIENDLY and QUIET WORDS. In the second paragraph, you will describe a scary or unfriendly place. Use the SAD/MAD, NOISY, and FRIGHT words. Try to use about 10 words from the word list in each of the paragraphs.

HAPPY/FRIENDLY WORDS

cheery
ecstatic
cheerful
thrilling
overjoyed
pleasant
bliss
enjoyable
delightful
teamwork
buddy
big-hearted
good-hearted
paradise
pal

QUIET WORDS

noiseless
hush
calm
restful
relaxed
silent
soundless
still
mild
peace of mind
soft
secluded
soothe
lullaby
motionless

SAD/MAD WORDS

grief
miserable
sorrow
rage
mope
hostile
regret
broken hearted
pitiful
moody
furious
cheerless

NOISY WORDS

loudness
powerful
brawl
racket
clash
shriek
smash
crash
bang
explode
thunder
rowdy
bellow
roar
screech

FRIGHT WORDS

alarm
terror
panic
terrify
shocking
fearful
gruesome
terrible
chilling

Name ______________________________ Date ____________________

Activity 3 - The last list of words can be used in writing about nature. After reading the list, discuss words you are not sure of. Use a dictionary to look up meanings. When you finish, imagine taking a walk. Use at least 10 of the words to describe what you see.

OCEAN	COUNTRY	PLANTS AND TREES
pebbly	orchard	blossoming
rushing	cornfield	pine
restless	forest	branch
sail	valley	bouquet
tide	hillside	grove
rolling	reeds	full bloom
wondrous	brook	limb
mist	woods	bloom
lighthouse	cone	needle
sunset	starry	moss
shells	blossoms	shrub
serene	prairie	birch
seabird	crows	cone
sea breeze	garden	sprout
seaweed	meadow	petal
twilight	eagles	woods
sea sand	quaint	vine
rocky	village	pasture
roaring	twilight	timber

OTHER NATURE WORDS

thunderstorm
dark
drifting
frozen
snowbanks
glimmering
shimmering
glittering
icy
dreary
twilight
sunrise
windy
showery
cloudy
shadows
damp
foggy
misty
coolness

reflecting
waterfall
firelight
beams
golden
driftwood
daisies
silhouette
silent
silvery
stallion
horizon
rainbow
satin
velvet
melody
dancing
whistling
sprinkle
nectar

seaweed
gentle
fiery
bubbling
sunflowers
echoes
murmur
fields
butterflies
quiet
lovely
lively
gloomy
magical
breezy
wooded
sparkle
willows
glowing
light

Edit and save your work.

Topic 19: Using Your Senses to Improve Written Expression

Aim: How can the use of your senses make your writing better?

Performance Objectives: Students will be able to:

- identify words that appeal to each of the five senses
- write sense sentences

Materials:

- software: DOS, PC-Write, data disks
- sense items: Use at least two for each sense. These are some possibilities: pictures, spices, sugar, salt, lemon, velvet, sandpaper, music, whistle, pickle, silk, cleaning supplies, etc.
- worksheets 19.1-19.3

Do Now:

Name the five senses.

Vocabulary: sense

Motivation:

Make a display of the different sense items on a tray that you can carry around the room. Ask volunteers to use their senses to describe one of the items. Ask which sense the item most appeals to.

Development:

1. Distribute Worksheet 19.1. When you discuss question 2, tell the class to close their eyes and to imagine that they are blind. How could they "see" a garden in ways other than with their eyes? Mention the garden for the blind in Prospect Park. The garden contains different herbs with the names written in braille.

2. Discuss the instructions for Activity 1. Have the list of words read. Explain any of the words that the students do not know.

3. Have the class load the program and name a new file SENSE. Tell the class to complete Activity 1 on their computer. Discuss the answers.

4. Distribute Worksheet 19.2. Discuss the instructions for Activity 2. Have the students work with a partner to help make the lists better. Have them type the lists on the computer.

5. Ask the class how they feel about speakers or writers who use certain words too much. Call for examples of such words. Elicit that it is very boring to read these words over and over again. Have the class complete Activity 3 and type the words on the screen. When everyone has finished, make a class word list.

6. Tell the class that when they are writing sense sentences they should try closing their eyes before they type to see if that helps them to use their imagination better. Distribute Worksheet 19.3. Have the class complete Activity 4.

Application:

Have the class complete Activity 5. The students will share their best sentences with the class. Tell them to save their work.

Summary:

1. What are words that appeal to your sense of hearing? tasting? feeling? seeing? smelling?
2. How can sense words improve your writing?

Homework:

Take a walk through your house. Describe five different scenes - one for each sense. Write a short paragraph for each.

Enrichment:

1. Make a display on a tray or piece of wood that shows objects that appeal to the five senses. Bring it to class so that the other students can experience your sense display.

2. Take a walk. Use your entire body to sense the different things that you experience. When you return, write a description of your walk. Try to include different sense descriptions.

TOPIC 19 - USING YOUR SENSES TO WRITE FILENAME = SENSE

Name ______________________________ Date ______________

USING YOUR SENSES

1. What are your five senses? ____________ ____________ ____________ ____________ ____________

2. How could a blind person see a beautiful garden? ______________________________

3. How could a deaf person hear the music at a concert? ______________________________

4. Which is your best sense? ____________ Why? ______________________________

One of the best ways to become a better writer is to use your five senses when you describe.

Activity 1

Words that describe often let you use your senses. In this activity, you will decide which one of the senses the words most appeal to. Type the word and one of these senses - sight, sound, touch, smell or taste - next to each one.

1. mushy ____________________
2. cold ____________________
3. enormous ____________________
4. rough ____________________
5. thunder ____________________
6. hiss ____________________
7. messy ____________________
8. sizzle ____________________
9. slippery ____________________
10. crash ____________________
11. buttery ____________________
12. fishy ____________________
13. fuzzy ____________________
14. salty ____________________
15. moldy ____________________
16. sparkling ____________________
17. roared ____________________
18. silky ____________________
19. bitter ____________________
20. giggle ____________________

Name ______________________________ Date ____________________

Activity 2

This will be your chance to make your own list of sense words. Before you begin, fill in these blanks. Read over your words. If you are not sure of the spelling, try to find the word in a dictionary. Before you type the words, exchange your paper with a classmate and read each other's list. Talk about whether the words really do make the other person use the sense. Make any changes. Type the list.

SIGHT	SOUND	SMELL
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________

TASTE	TOUCH
____________	____________
____________	____________
____________	____________
____________	____________
____________	____________

* * *

Activity 3

When you write, it sounds boring if you always use the same words. Everything is not nice, happy or sad. Type these words, and then write four other words that mean the same thing:

1. happy ____________ ____________ ____________ ____________
2. sad ____________ ____________ ____________ ____________
3. cold ____________ ____________ ____________ ____________
4. hot ____________ ____________ ____________ ____________

* * *

Name ______________________________ Date ______________

SENSE SENTENCES

Activity 4

Type the first part of these sentences. Complete each one with sense words.

1. A snowflake tastes like ______________________________
2. A raindrop feels ______________________________
3. The baby puppy feels like ______________________________
4. The sound of someone eating celery is ______________________________
5. The old house smells like ______________________________
6. The rainbow looks like ______________________________
7. The fireworks ______________________________
8. The ocean waves ______________________________
9. The fans at the baseball game ______________________________
10. The mud ______________________________

****

Activity 5

This is a challenge activity. Choose 2 items from each list. Write a sentence for each that appeals to the correct sense.

SIGHT

1. bus
2. best friend
3. moon
4. forest
5. old man

SOUND

6. fire engine
7. washing dishes
8. cats fighting
9. traffic jam
10. ocean waves

SMELL

11. a hospital
12. a garden
13. new car
14. cinnamon
15. movie theater

TASTE

16. dill pickle
17. pizza
18. chocolate ice-cream
19. meatballs
20. a lime

TOUCH

1. an icicle
2. whiskers
3. wet sand
4. kitten
5. cactus

****

Edit and save your work.

Topic 20: Writing About Music

Aim: How do we express our thoughts on music?

Performance Objectives: Students will be able to:

- discuss computer music
- write their opinions about music
- interpret music on the computer

Materials:

- software: DOS, PC-Write, data disks, a program with computer music
- approximately 8 different types of music (for example, classical, popular, jazz, rap, country, ballads, heavy metal, gospel, show tunes, marches, etc.) Make a tape or use records.
- two or three tapes or records of songs in a foreign language
- worksheets 20.1-20.2

Do Now:

How much time do you spend listening to music each week?

Motivation:

(Turn down the lights.) Close your eyes. Listen to this music. (Play a march.) How does this song make you feel? What do you want to do? Did any of you feel like getting up and marching? Is music important in your life, or would you not miss it if you never heard it again? In today's lesson, you will write about music.

Development:

1. Distribute Worksheet 20.1 and 20.2. Give the class a few minutes to look at the picture. Discuss the first and second questions on the worksheet. Explain how music writers and musicians use computers in their jobs.

2. Load a program that has some type of introductory computer music. Most commercial software has a musical introduction. Ask the class to guess how the computer is making the music. (Elicit - someone wrote a program.) Tell the class that when they take a class in BASIC programming, they will probably learn how to write a program to make music.

3. Have the students load the word processing program and name the new file MUSIC. In Activity 1, you will play a variety of music for the class. When you are playing a specific type, write the term on the board - classical, country, etc. The students will write how each type of music makes them feel. Release them from having to write sentences, but just phrases or words. They should concentrate on the music instead of trying to write a correct sentence. After each selection, discuss the various responses to the music. Ask the class what this tells them about music.

4. Have the class complete the sentences in Activity 2. Discuss the answers.

5. Tell the class to move the cursor back to the beginning and use the editing keys to make changes. They will then save the file.

Application:

Discuss whether anyone has ever spoken to them in a language they did not understand. Explain that songs in foreign languages can become popular even if the audience does not understand the words. Have them listen to each of the foreign language songs. Tell them that they are to guess what the song is about. Have them pay attention to the beat and emotions of the singer or the loudness or softness of the instruments. Have the class type a few words telling what they think the record is about. Discuss their responses. Then tell them the actual meaning.

Summary:

1. How can a computer play music?
2. What is your favorite music?

Homework:

Spend 15 minutes listening to music on your favorite radio station. Write a paragraph in which you name the station, tell why you like or dislike the disc jockey, and explain the reasons why it is your favorite station.

Enrichment

1. Write a short song to perform in front of the class. You can do it by yourself, with a partner or in a small group. If your school has a video camera, tape it.

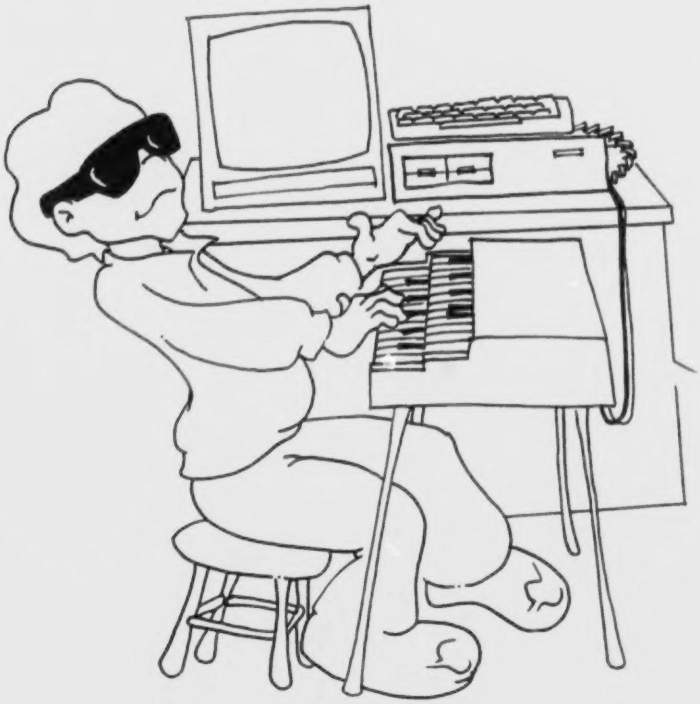
2. Work in a small group to prepare an act for a class version of Putting On The Hits. If you really want to have a good time, wear something special and video tape the acts.

TOPIC 20 - WRITING ABOUT MUSIC

FILENAME = MUSIC

Name ______________________________ Date ____________________

ALL ABOUT MUSIC



What is happening in this picture? ______________________________

____

What do you think computer music sounds like? ____________________

____

Name ____ Date ____________________

You have already learned the many jobs of computers. One of the latest is to make music. Why do you think people like music?

____

Activity 1

Your teacher will play several different songs. While the songs are playing, type how they make you feel.

****

Activity 2

Some people spend a lot of money on records, tapes, stereos and radios. In this activity, you will get a chance to write about music.

When you type these sentences, fill in the lines with your own words:

1. I like music because ________________________________.
2. My favorite song is ________________________________.
3. ________________________________ is my favorite singer.
4. My favorite singing group is ________________________________.
5. I ________________ like to sing because I have a

   ____________________________ voice.
6. People say I sound like a ________________________________ when I sing.
7. Music videos are ________________________________.
8. If I could buy a new record, I would buy ____________________________

   because ____.
9. I ______________ to dance to ____________________________ music.
10. I think I am a ____________________________ dancer.
11. My mother thinks I play the radio ____________________________.
12. I think country music is ____________________________.
13. Classical music makes me feel ____________________________.
14. Rap music is ____________________________.
15. My favorite radio station is ____________________________.

Edit then save your file.

Topic 21: Printing a File

Aim: How do we print?

Performance Objectives: Students will be able to:

- discuss rules for using printers
- make a list of steps for using class printers
- get a file on the screen to print
- proofread a file
- print a file

Materials:

- software: DOS, PC-Write, data disks
- 6 sets of printed copies of the same work printed on at least two of the following printers: dot matrix, laser, daisy wheel
- worksheets 21.1-21.2

Do Now:

What is the name of the computer you use in your computer lab?

Vocabulary: cable, printer controls, proofreading, dot matrix printer, letter quality printer, laser printer

Motivation:

(Divide the class into groups. Distribute the sets of different printed copies.) Look carefully at these papers. Do you see any difference? (Discuss their responses.) They were all printed on different types of printers. A dot matrix prints with dots; a daisy wheel looks like the print of a good typewriter; the laser prints with a laser. (Since you will probably be using a dot matrix printer, ask the class to tell you the type of printer they will use if it prints with dots.)

NOTE: If your school has the other two types, try to arrange for a demonstration.

Development:

1. Try to physically arrange the class so that they can all see you. If you can have an assistant for one day, it would be helpful for this lesson. Show the class the cable. Explain that there are wires in it that are very easy to break. They should never pull or bend a cable. Tell them that you will help them move cables until you are sure they can do it correctly. Show them how to insert the paper. Show them the printer controls--both the switches and the tension control lever. Explain that they will use a tight tension when they are using single sheets of paper and a loose tension when they are using computer paper. Show them the difference in tension by inserting a piece of paper and demonstrating.

2. Have a file loaded and on your screen ready to print for the demonstration. Make a list of the steps for getting the lab's printers ready to go. (For example, adjust the tension, insert the paper, line the paper up, turn on the switches, etc.) The class will complete the list on the bottom of worksheet 21.1.

3. For this first printing session, divide the class into small groups. Have the same number of groups as the number of printers. If you only have one or two, you may want to have part of the class doing other work on their computers and only a small group printing.

4. Distribute Worksheet 21.2. Tell the class that they should get the directory of their disk on the screen. Have them refer to the directions on the worksheet. Once they have the directory on the screen, they should choose one of their files and get it on the screen. (If you feel it would work better, name a file that everyone will get on the screen.) Once they have the file on the screen they should proofread it. Explain that proofreading is reading carefully to find errors. Use the editing keys to make any corrections.

5. Have the students follow the directions in PRINTING A FILE. If they have problems, assist them.

Application:

Have the students choose another file by looking at the disk directory. Once they have it on the screen, they should proofread and then print a copy of the file. Have students who haved grasped the technique of printing help those who are having problems.

Summary:

1. What are some important rules for using printers?
2. What are the steps for using the printers in your lab?
3. How do you get a file on the screen to print?
4. What is proofreading?
5. How do you print a file with your word processing program?

Homework:

Look through magazines to find different styles and types of print. Cut them out and bring them to class. Write a comparison of the different types you find.

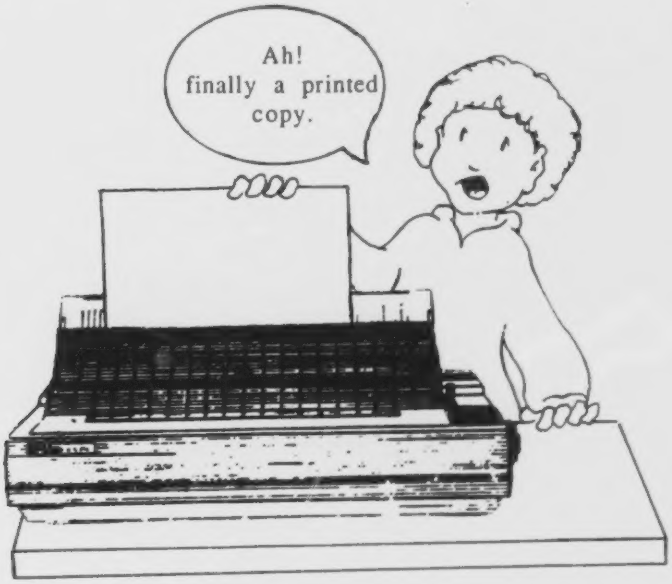
Enrichment:

Type and print a report on a topic in your social studies or science class. Make a cover on your computer using the centering command. Draw one or more pictures.

TOPIC 21 - PRINTING A FILE

Name ______________________________ Date ____________________

USING THE PRINTERS IN YOUR COMPUTER LAB


Ah! finally a printed copy.

These are some important things to know about printing:

1. The cables that connect your computer to the printer are very sensitive. Do not pull on them or they won't work right. Always remove them carefully.
2. The paper must be in the correct position.
3. Never force any of the printer controls. Most printers have plastic parts that break easily.

HOW TO USE YOUR PRINTER

There are a number of different printers that your lab might have. Your teacher will explain the way your printers are used. Make a list of the most important things to remember about your printers:

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

21.2

Name ______________________________ Date ____________________

GETTING A FILE ON THE SCREEN TO PRINT

Instead of typing a new file, you will get a copy of a file you have saved on your data disk. Your teacher might decide that everyone should print the same file, or you may be allowed to choose one. Follow your teacher's directions. If you need a review on how to get an old file back on the screen, do the following:

1. When you have the A>, remove the DOS and place your program disk in the A drive. Place your disk in the B drive.
2. Type DIR B:/P <ENTER>.
3. Look through your list of files. Find one that you would most like to print.
4. Type ED B:(THE NAME OF THE FILE).
5. Press <ENTER>.
6. Press ESC to make the file appear on your screen.

PRINTING A FILE

Your teacher will assist you if you have problems in printing your file. Make sure the paper is in the right position and that the cable is connected and that the switches are on. Follow these directions:

1. Press F1.
2. Press F7.
3. You will see the name of your file to print. Press the <ENTER> key.
4. Press <ENTER> again.
5. The last part of the next message will say "F10:Printer is Ready."
6. Press F10.
7. A print menu will appear.
8. Press F10 again.
9. What happened? ______________________________
10. If your copy is not printed, check the cable and switches. Then, carefully go through the steps again.

Topic 22: Using Insert and Delete: Writing Poetry

Aim: How do you use insert and delete when writing poems?

Performance Objectives: Students will be able to:

- use word lists to write poems
- edit poems with insert and delete
- read poems
- print poems

Materials:

- software: DOS, PC-Write, data disks
- worksheets 22.1-22.2
- popular song lyrics taken from record jackets

Do Now:

What kind of printers does your lab have?

Motivation:

In the next three lessons, you will be writing poems on your computer. When you finish, you will select your best poems and help make a class poetry book. What do you think a poem is? A writer named Eve Merrian wrote a poem on how to eat a poem. Listen to it.

How to Eat a Poem

Don't be polite.
Bite in.
Pick it up with your fingers and lick the
     juice that may run down your chin.
It is ready and ripe now, whenever you are.
You do not need a knife or fork or spoon
Or plate or napkin or tablecloth.
For there is no core
Or stem
Or rind
Or pit
Or seed
Or skin
To throw away.

What is the writer saying the poem is like? What should you do with it? (Elicit - enjoy it) What does she mean when she says there is nothing to throw away? (Elicit - There are no wasted words, therefore, every word counts.) It is important to remember this when you read over the poems you write. Delete the words you don't need. A poem is not at all like writing a story or a report. Every single word counts. The poetic content of well-known songs might also be used to demonstrate the importance of every word.

Development:

1. From the foregoing, develop the understanding that reading and writing poetry is not as difficult as some might have thought, and that the computer's ability to insert and delete can help them to make every word

count. The poems they write do not have to rhyme, but they do have to contain the right words.

2. Distribute Worksheet 22.1. Go over the first paragraph. Tell the class that they will follow these steps when they write a poem. If you want to add a step, you can have each student work with a partner to offer suggestions for words to be deleted or inserted.

3. Have students read the four examples of poems about feelings. Ask the class which one they liked the best and why.

4. Read the possible topics for poems. Have the students go through the steps for writing a poem listed on top of the worksheet as they write their poems.

5. When they finish, have them choose the poem they like the best and read it to the class. If you do not have time to print all the poems, always have the students copy down the poem that is their best into their notebook. This will be helpful when you begin making the class poetry book.

6. Tell the class they will be using the steps they used for feeling poems to write color poems. Ask students what their favorite color is. Distribute Worksheet 22.2. Go over the questions at the top and then have volunteers read the four examples of color poems.

7. They will write two poems about one color and a third will combine several colors.

8. Have them read their favorite color poem to the class.

Application:

Have the class do the MAKING A BULLETIN BOARD activity on Worksheet 22.2.

Summary:

1. Why does every word count when writing poetry?
2. How do word lists help to write poems?
3. Why is inserting and deleting important when writing poems?
4. Why is poetry important to popular music?

Homework:

Find a poem you like in a book, magazine or record jacket. Copy it and bring it to class to share with the other students.

Enrichment:

Write a poem that rhymes. Draw a picture to go with it.

TOPIC 22 - USING INSERT AND DELETE

FILENAME = FEEL

Name ______________________________ Date ____________________

WRITING AND EDITING POEMS

When you write a poem, every single word counts. Read your poem carefully. Delete words that do not fit. Insert better ones. Use your word lists to help you. A good short poem can take a long time to write, but the enjoyment you get makes it worthwhile.

Activity 1 - Poems about feelings

In this activity you will write short poems about your feelings.

Read these examples:

Love is .....
holding hands
a warm heart
smiles and hugs
a strong shoulder
to cry on.

Beauty is ...
my grandmother's smile
Christmas tree lights
a new pink party dress
New York City at night
big red roses in spring.

Happiness is...
a great report card
a winning team
a new pair of sneakers
Saturday morning
the last day of school.

Peace is...
people sharing and caring
fresh fallen snowflakes
the early morning sky
moonlight and stars
long, lazy summer walks.

* * *

Your assignment is to type three or four poems on your computer screen. These are some of the topics you can use for your poems:

Beauty
Silence
Anger
Hate
Caring
Freedom
Kindness
Peace
Sadness
Life
Love
Happiness
Loneliness
Wisdom
Joy
Wonder
Fear
Birth

* * *

Name ______________________________ Date ______________

Activity 2 - Poems about colors

What is your favorite color? ______________________________

Why? ______________________________

What is your least favorite color? ______________________________

Why? ______________________________

In this lesson, you will be able to write what that color means to you in a poem. Write at least two poems in which you write about one color in each. In another poem combine more than one color to describe something.

Before you write original poems, read these:

Red
Soft rose petals
Strawberry jam
Cool watermelon slices
A Valentine's heart
Red can be feelings
Of warm, glowing love.

Blue is the color of
My best friend's eyes
My baby brother's blanket
The clear summer sky
A flowing mountain stream
A bluebird in the tree
My feelings when I'm sad.

The colors of summer...
bronze bodies
powder blue skies
hot pink tank tops
frosty ice-cream cones
lime green bathing suits
freshly mowed emerald lawns
fire-engine red boogie boards

Green...
The color of limes
and sour granny apples.
The grass that grows so tall
And the leaves that will fall
Green is parks and yards
Green is Mother Nature's
Favorite shade.

****

Edit and save your poems.

****

MAKING A BULLETIN BOARD

1. Print your favorite color poem.
2. Draw a picture for the poem on drawing paper.
3. Color it with the color you have written about.
4. Help your class make a COLORS bulletin board.

Topic 23: Using Insert and Delete: Personification in Poetry

Aim: How do we insert and delete when writing poetry?

Performance Objectives: Students will be able to:

- identify and write personification
- write poems
- use insert and delete to edit poems

Materials:

- software: DOS, PC-Write, data disks
- pictures of holiday objects
- worksheets 23.1-23.3

Do Now:

Write a short statement on the steps you take to delete a word on the computer.

Vocabulary: personification

Motivation:

Today you will try to include something new in your poems. It will make an object that is not alive be brought to life. Listen to each of these lines. After I read each one, you will tell me what is being made to seem like a living thing. Which words make it seem human?

The light in the window welcomed everyone.
May was shaking out her rain-covered hair.
The moonlight danced across the sky.
The house looked lonely and deserted.
The sailboat tossed on the stormy ocean waves like a
cowboy riding a wild horse.
Summer strolled into my life one June day.

After discussing the lines, tell the students that they will be writing poetry in which they will try to include several examples of making lifeless things come alive.

Development:

1. Tell the class that they will be writing poems about holidays. Distribute Worksheets 23.1 and 23.2. Have them load their programs and name a new file HOLIDAY. Ask the students to name their favorite holiday. Discuss the reasons.

2. Tell the class that they will be listening for examples of things that are not alive being brought to life in the poems they will hear. Tell them that this is called personification. Write the word on the board. Tell them to also listen for the words they like best in each. Have the students volunteer to read the nine examples of holiday poems. At the end of each reading, have the class decide whether there are any examples of personification. Also, discuss the words they like best in each.

3. Place the pictures of holiday objects on the board so that everyone can see them. Tell the class to look at the list of holidays on the bottom of the worksheet. After they decide on the holiday for their first poem, tell them to look at the objects and then to close their eyes and to imagine how the holiday makes them feel. They then begin to write their holiday poems. They should use their word lists. At least one of the poems should include personification.

4. After they type five poems, they will insert and delete until they are satisfied with each one. They will print the poem they like best and draw a picture to go with it. They will read the poem to the class and show their drawing. Save these for holiday bulletin boards.

Application:

Distribute Worksheet 23.3. Read the two examples with the class. Discuss them. Next, read the list of 20 ideas for poems about places. They will type three poems. When they finish, they will use insert and delete to edit them. They will read their favorite and draw a picture to go with it.

Summary:

1. What is personification?
2. How can inserting and deleting make poetry writing easier?

Homework:

Write lines of personification for the following words:

sun
sea
chair
candle
road
star

Enrichment:

Find pictures of places that could be used for poetry writing. Choose three of them and write three poems. Bring the pictures to class so that other class members can use them for writing.

TOPIC 23 - USING INSERT AND DELETE

Name ______________________________ Date ____________________

Inserting and Deleting

Have you noticed how the insert and delete commands are helping to make your writing great? You will practice them again in this lesson as you write poems about holidays and places.

Activity 1 - Holiday poems

THANKSGIVING

Thanksgiving Day
Cranberries, pumpkin pie,
Whipped cream, sweet potatoes,
A big fat steaming turkey.
After dinner I look at my
Stomach and see that the
Turkey was not as fat as
ME!

CAN YOU GUESS?

I heard a star singing,
I heard an elephant laugh,
I touched the rising sun,
I rode a flying dinosaur,
I saw a hippo ride the waves,
I saw the sun turn green,
I finally remember
April Fools is here!

ST. PATRICK'S DAY

Smiling crowds line the street
A parade of red-haired
  lassies dressed in green.
"Top of the morning," they
  smile and sing.
While emerald bagpipes
  play sad, lonely tunes.
With wind and warm sunshine
  at my back.
I see Spring marching
  down 5th Avenue

VALENTINE'S DAY

February, the frosty month,
  We shiver as we run to school.
We dream of surf and sand and sun,
  We yearn to pack our coats away,
There is one thing that makes me smile,
  The love we feel we get to show,
With chocolate in lacy dress,
  with bouquets of pink and red happiness,
With hugs and kisses for all those we love best.

THE FOURTH OF JULY

The explosion roars through the hot, dark night
Then sparks shimmer as all eyes look to the sky
Fiery reds, glimmering whites, and streaks of blue
Like radiant bolts of lightning, the fireworks dance
America is beautiful! America is free!
What a celebration for all the world to see!

Name ______________________________ Date ______________

****

Your assignment is to type five poems about holidays. To help get you started write words that you think of when you hear the name of these holidays:

New Year's Eve ______________________________
Valentine's Day ______________________________
St. Patrick's Day ______________________________
Easter ______________________________
Christmas ______________________________
Thanksgiving ______________________________
Halloween ______________________________
July 4th ______________________________
Hannukkah ______________________________

****

Name ______________________________ Date ______________

Activity 2 - Poems About Places

What's your favorite place? ______________________________

Writing about places can be a lot of fun. You just have to close your eyes and imagine being there.

In this lesson you will type three poems about different places. Try to appeal to the five senses. These are examples:

A Movie Theater
The noisy crowd pushes forward, trying not to be late.
Aroma of fresh buttery popcorn makes my stomach growl
Soft chocolate melts in my mouth.
Darkness as I open the door.
Then I see a new Batman soar.

A Day at the Museum
The dinosaurs of the distant past
Eskimo costumes, Mexican sundials,
The chants of the American Indian dance
Long staircases, crowds at lunch, tired feet
The cool, fresh air as I greet my world again.

Read this list of places. Choose three and type your poems.

1. a supermarket before Thanksgiving
2. a park after a big storm
3. a game at a huge stadium or arena
4. a hot day at the ocean
5. a pizzeria with a big lunch crowd
6. a bakery before a holiday
7. a dentist's office
8. a fish store
9. a gas station
10. your backyard
11. your room when it's messy
12. your classroom
13. a wedding
14. an expensive restaurant
15. outer space
16. the mountains
17. the school lunchroom
18. a crowded bus or train
19. a busy airport
20. your favorite place - name it

****

Edit and save your work. Print your poems.

Topic 24: Editing: Writing Nature Poems

Aim: How do we write nature poems?

Performance Objectives: Students will be able to:

- write nature poems
- edit the poems
- draw pictures to match poems

Materials:

- software: DOS, PC-Write, data disks
- drawing paper
- crayons or markers
- worksheets 24.1-24.2

Do Now:

What season are we in right now?

Motivation:

(Distribute drawing paper and crayons or markers. Tell the class to listen as you read a poem. When you finish, they will draw what they remember from the poem. You may want to read it twice.)

Way Out West
by Dorothy Scofield

Way out west where cowboys ride,
Prairie dogs and gophers hide
In burrows with the desert owls
And tremble when the coyote howls.

The prairie stretches to the sky
And miles of grass grown green and high
Where cattle graze, while cowboys guard
The herd, and ride their horses hard.

The prairie stretches wide and far
Beneath the sun, beneath the star.
The cowboy rides his horse for miles.
To watch the herd with songs and smiles.

His partner watches through the night
And sings until the sky grows bright.
Then through the day he rides around
Till every lost calf has been found.

* * *

(Give the class a few minutes to draw pictures of the poem. Ask them to tell you what things in nature they drew. Tell them that they will be writing poems about nature in this lesson.

Development:

1. Distribute Worksheet 24.1. Have volunteers read the four poems. Have them find the nature words in each poem. Ask them which one they like the best and why.

2. Read the directions in Activity 1. Encourage them to write at least four poems. Have them go through the reading, editing, rereading, editing, etc. Remind them that usually a poem needs work. Have them browse through their word lists to find better words. When they are satisfied, have them each read their best poem to the class and write it in their notebooks.

3. Ask the class what their favorite season is. Distribute Worksheet 24.2. After the class answers the questions at the top of the worksheet, have volunteers read the four examples of poems. Have the students find the best nature words in each poem.

4. Have the students write a poem for each season. They are to edit the poems by inserting and deleting words and use the word lists. After the students select their best poem, have them read it to the class. Have them write the best poem in their notebooks.

5. Have the students print their poems.

Application:

Draw a picture to go with your two favorite poems from this lesson. Make a bulletin board display with the printed poems and pictures. Decorate the bulletin board with original nature objects such as a sun, moon, stars, etc.

Summary:

1. What are some words that describe things in nature?
2. How do you edit your work?

Homework:

Find nature or season pictures in magazines. Cut out and bring to class. These pictures can be used by you or your classmates for ideas for nature poetry writing.

Enrichment:

Write a longer poem in which you travel through a year, and tell what you see in nature in each month or season.

TOPIC 24 - WRITING AND EDITING NATURE POEMS

Name ______________________________ Date ________________

POEMS ABOUT NATURE

Even though you live in a big city, it is easy to appreciate nature. You just have to look a little harder for it. In the next set of poems, you will read and write about nature.

Read these poems. Look for the ways they appeal to your five senses.

CLOUDS

Fluffy cotton balls
Float high above the birds
Looking light and lovely
Take me for a ride!

MOUNTAINS

Jagged tips in the heavens
Silvery, snow-capped cones
Rise up slowly then drop
Nature at its peak.

THUNDERSTORM

The skies suddenly grow dark
The quiet before the roar
Thunder groans and grumbles
The silvery lightning streaks
Then the coolness of the rain.

RAINBOW

The rain's glorious end,
Shades of faded, pink light
  blue and pale yellow.
Show me your pile of
  gold at the end.

****

Activity 1 - Try to create sense descriptions of some of the words that are a part of nature. Write at least four different poems. Use your word lists. These are some nature words:

1. sun
2. moon
3. stars
4. clouds
5. mountains
6. forest
7. ocean
8. river
9. flowers
10. trees
11. lightning
12. thunder
13. wind
14. rain
15. snow
16. fog
17. hail
18. rainbow
19. sky
20. lake

****

Edit your poems by inserting and deleting words.

Name ______________________________ Date ______________

NATURE POEMS ABOUT SEASONS

What is your favorite season? ______________________________

Why? ______________________________

What is your least favorite season? ______________________________

Why? ______________________________

Activity 2 - When you write poems about seasons, close your eyes and try to imagine how each season feels. Use your word lists. Remember that every word counts in a poem. Write at least one poem for each season. Use the nature word lists.

What are the four seasons?

____________ ____________ ____________ ____________

Read these examples:

Autumn...
Burnt orange, red,
  yellow and brown leaves.
Magnificent color display.
Like butterfly wings.
Several still decorate almost
  bare trees,
Clinging for life.
Winter peeking over the hill.

Winter
Snowflakes fall like feathers
As frost paints my window
Slippery, glittering ice
Feels slick when I walk
The wind bites my nose
Empty nests in bald trees
Aching for a new life.
Spring, come soon.

Spring is a party
The daisies dance.
The lilacs laugh.
The music is played by
  birds singing happy tunes,
Mother Nature's paintbrush
  busily decorates the earth,
I am an invited guest,
When nature wakes up the world,
I, too, am in a party mood.

Summer is...
Emerald green lawns
Bolts of lightning
Thunder exploding like
  boxers in a ring.
Refreshing, smashing waves
  cooling hot bodies in the sand,
Flowers dancing in the breeze
  like ballerinas on a stage.
Summer, live forever.

****

When you finish, edit your work. Then, save the file. Print your poems.

Topic 25: Moving a Block

Aim: How do we move a block?

Performance Objectives: Students will be able to:

- . define the term block
- . identify different types of relationships
- . type and edit a file
- . move blocks

Materials:

- . software: DOS, PC-Write, data disks
- . worksheets 25.1-25.4

Do Now:

List three advantages of using a word processor rather than a typewriter.

Vocabulary: block, relationship

Motivation:

(Distribute Worksheet 25.1.) Look at the picture. What do you usually think of when you hear the word block? You also have blocks when you use a word processor. What do you think a block is? You will learn all about them in this lesson.

Development:

1. Have the class study the paragraph on Worksheet 25.1. Discuss the meaning of the word block. Write it on the board. Also, write the words MOVE, COPY, and DELETE on the board. Tell the class that they will learn how to do these three things to blocks. On the board draw a picture of three rectangles, one on top of the other. With arrows, show how they could be moved around. Explain that this is what moving a block is like. Ask the class why this command makes word processing a great writing tool.

2. Review the function keys on the bottom of the worksheet. Tell the class to keep notes on the new function key (F6) they will learn for block commands. Tell them to load their program disk and name a new file MOVE.

3. Distribute worksheet 25.2. Ask the class if they know what the word relationship means. Discuss the meaning and explain as they grow older they will be involved in more and more relationships. Explain that different relationships are handled in different ways. Use family, friends, neighbors, teachers, classmates as examples. Tell them that they will be typing sentences about relationships. Tell them to type the sentences in Activity 1. Discuss how important the relationship of a best friend is.

4. Tell the class they will be making two lists in Activity 2. After they have typed the lists, discuss their ideas. Explain how acting like a bad friend is a sure way to end a relationship.

5. Distribute Worksheet 25.3. Tell the class to complete Activities 3, 4, and 5. Discuss the different relationships in those activities. Tell them to use insert and delete to edit all the activities. When they have finished, tell them to save the file.

6. Distribute Worksheet 25.4. Guide the class through the first practice. Do it over and over again until everyone in the class knows how to move a block.

7. Have the class complete MOVING BLOCK - PRACTICE 2. Check to make sure everyone can do it successfully.

Application:

Have the students complete Practices 3, 4 and 5 on Worksheet 25.4.

Summary:

1. What is a block?
2. What are different types of relationships that you have?
3. How do you edit a file?
4. How do you move a block?

Homework:

Write three short paragraphs. The first will tell what you do in the morning on a school day. The second will tell what you do in the afternoon. The third will explain what you do in the evening. When you get to class, you will type the three paragraphs. You will practice the move block commands on the paragraphs.

Enrichment:

Make a list of steps used to make a peanut butter and jelly sandwich. Type it on your computer. Mix the steps up with move block. When it is really confusing, stop and then move the steps back in the correct order.

TOPIC 25 - MOVING A BLOCK FILENAME - MOVE

Name ______________________________ Date ____________________

WHAT IS A BLOCK?

Some blocks are tiny.

What do children usually do with blocks? ____________________

One of the best things about using a word processor is that you can move sentences and paragraphs to different places on the screen. You can also make one or more copies of various parts of a file and erase small or large sections in a matter of seconds. This saves time and energy. The word or group of words that is treated as a single unit is called a block. You will use some new function keys for these block commands. Before you learn them, write what these function keys allow you to do:

F1 and F3 ____________________

F9 ____________________

F7 ____________________

SHIFT F8 ____________________

F1 F7 F10 F10 ____________________

Name ______________________________ Date ____________________

USING THE MOVE COMMAND

This is your chance to write about the people in your life. When you finish, you will learn to use the move command.

Activity 1 - Type these sentences, completing them with your own words.

My best friend's name is ______________________________

The reason I like this person is ______________________________

The most fun thing we ever did together was the time we ____________________

____

We like to stay over at each other's houses because ____________________

____

This is the story of how we met. ______________________________

____

* * *

Activity 2 - Make two lists. The first one will be the five things that make a good friend. The second will be a list of what makes a bad friend.

A GOOD FRIEND IS A PERSON WHO

1. ____
2. ____
3. ____
4. ____
5. ____

A BAD FRIEND IS A PERSON WHO

1. ____
2. ____
3. ____
4. ____
5. ____

25.3

Name ______________________________ Date ______________

Activity 3 - Complete these sentences about a relative.

My favorite relative is ______________________________

I feel this way because ______________________________

The best time we ever had was when ______________________________

I wish we could ______________________________

This person makes me feel ______________________________

****

Activity 4 - Complete these sentences about neighbors.

My favorite neighbor is ______________________________.

The reason is ______________________________.

The worst neighbor I have is ______________________________.

The reason is ______________________________.

****

Activity 5 - Part of going to school is having to deal with different kinds of teachers and students. Complete the activity you see here on your screen:

A good teacher is one who ______________________________.

I like students to be ______________________________.

I don't like a teacher who ______________________________.

I don't like it when students ______________________________.

****

Edit your work by inserting and deleting. Save the file. Go on to the next part of the worksheet to learn the move command.

Name ______________________________ Date ____________________

MOVING A BLOCK

Use the five activities you have just typed for these move block practices:

MOVING BLOCKS - PRACTICE 1 - Follow these instructions to move a block:

1. Place the cursor on the first word of the first letter of the first word of the first sentence in Activity 1 (My).
2. Press F6.
3. Notice the top of the screen. "Reform-" will change to a highlighted "Marking." This means that the program is marking the beginning of the block to be moved.
4. Move the cursor to the end of the sentence with the right arrow key. The highlighting will cover the entire name of your best friend.
5. Press F6 again.
6. Move the cursor below the last sentence of Activity 1. Make sure it is at the left margin.
7. Press F6 again.
8. Press F5 to return the top line to "Reform-".
9. It may be necessary to reformat the paragraph if it seems to go off the screen at the right. Press F7 if that has happened.
10. Try moving the sentence back to the original location.

****

MOVING BLOCKS - PRACTICE 2

Move the cursor to the first list "A GOOD FRIEND IS A PERSON WHO" in Activity 2. Move the entire list under that heading below the second list.

****

MOVING BLOCKS - PRACTICE 3

Switch the third and fourth sentences in Activity 3.

****

MOVING BLOCKS - PRACTICE 4

Move the two sentences about a favorite neighbor below the two sentences about your worst neighbor in Activity 4.

****

MOVING BLOCKS - PRACTICE 5

Move the two sentences about a good teacher in Activity 5 below the sentences about things about teachers you do not like. When you finish, move them back again.

Topic 26: Copying a Block

Aim: How do you copy a block?

Performance Objectives: Students will be able to:

- type and edit a file
- demonstrate copying blocks
- explain uses for the copy block command

Materials:

- software: DOS, PC-Write, data disks
- pictures of at least 35 different animals, birds, or insects
- worksheets 26.1-26.2

Do Now:

Write a sentence explaining what happens when you move a block.

Vocabulary: copy, block

Motivation:

Imagine that you are typing invitations for a party you are having for 25 people. You type one, then you type another, then you type another and another and another, until your fingers can't type any more. Today you will learn a command by which you will be able to make as many copies of the first invitation as you want.

Development:

1. Tell the class that they will be learning the copy block command. Distribute Worksheet 26.1. Tell the class to load the program and name a new file COPY.

2. Ask the students to name their favorite animals. Do a survey of who has a pet. Ask these people what the advantages and disadvantages of their pets are. Ask the other students what kind of pet they would choose if they could have one. Discuss problems of having pets in the city.

3. Have the class type Activity 1. Discuss the answers. Have the class edit the activity.

4. Ask the class if they ever go to the zoo or the aquarium. Have them explain what they like about it. Ask them if they think they know the names of many animals. Tell them that they will get a chance to find out. As you hold up the animal pictures, have them type the name on the screen. Discuss the answers and the spelling of the proper names.

5. Have the class type the sentences on living things in Activity 2. Make sure the entire class knows what each of them looks like. Have the class members describe the animals to the other students if they are not sure. They could also draw a picture on the board. After the class has edited the file, they will save it.

6. Tell the class that they will use the copy block command on these two writing activities. Distribute Worksheet 26.2. Guide the class through COPYING BLOCKS - PRACTICE 1. They are to do it over and over again until

all students demonstrate that they can do a copy block command.

7. Have the students complete COPYING BLOCKS - PRACTICE 2.

8. Discuss uses of the copy block command.

Application:

Type an invitation. Make 25 copies using the copy block command. Time yourself to see how long it takes.

Summary:

1. How do you edit a file?
2. How do you copy a block?
3. How can the copy block command be used?

Homework:

Imagine that you have a computer in your home. Make a list explaining how the members of your family could use the copy block command in word processing they might do.

Enrichment:

Choose one of the living things in Activity 2. Find a library book or encyclopedia entry describing it. Write a short report on it. Type it and make a copy. Draw a picture of it to use as a cover for your report.

TOPIC 26 - COPYING A BLOCK FILENAME = COPY

Name ______________________________ Date ______________

USING THE COPY BLOCK COMMAND

After you have completed these two activities, you will learn the copy block command.

Activity 1 - Type these sentences filling in the blanks with your own words.

1. My favorite animal is __________ because ________________.

2. The scariest animal is a __________ because ________________.

3. The cutest animal is a __________ because ________________.

4. If I could have any animal, it would be a ________________.

5. I would name it ________________________.

6. I would feed it ________________________.

7. It would sleep in ________________________.

8. Two things I would do with it are ________________________

   and ________________________.

9. The best thing about having a pet is ________________.

10. The worst thing about having a pet is ________________.

****

Activity 2 - In addition to those animals, there are or might have been, other living things in our world. Type a sentence to describe each of these:

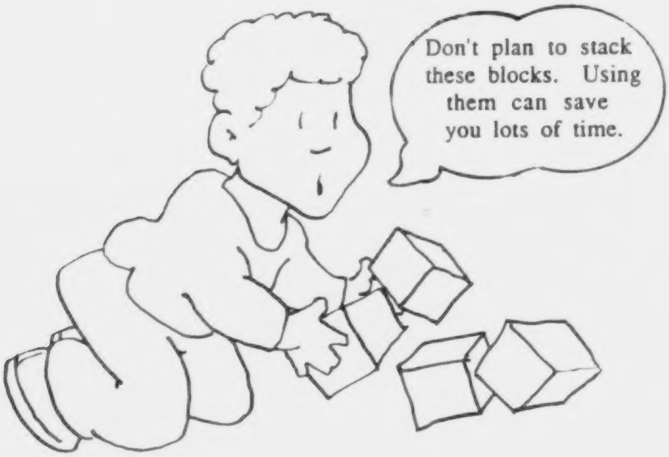
1. a spider
2. a snake
3. a giraffe
4. a cow
5. an elephant
6. a German Shepherd
7. a parrot
8. a monkey
9. a polar bear
10. a dinosaur
11. a lion
12. a pony
13. a rabbit
14. an eagle
15. a cockroach
16. a mosquito
17. a deer
18. a toad
19. a fly
20. a unicorn

****

Edit and save your work.

Name ______________________________ Date ____________________

COPYING A BLOCK


Don't plan to stack these blocks. Using them can save you lots of time.

PC-Write has another block command that can be very useful. You can copy words, sentences, or paragraphs.

COPYING BLOCKS - PRACTICE 1

Use Activity 1 for this practice. Follow these steps to use the copy block command:

1. Place the cursor on the first word of the first sentence.
2. Press F3.
3. Move your cursor to the end of the ten sentences. Notice the highlighting.
4. Press F3 again.
5. Move the cursor down two lines. Press F3.

   What happened? ____

6. Notice that the words appear in the original location as well as the new one.
7. Press F5 to remove the "Marking" command.
8. Use the PG UP and PG DN cursor movement keys (3 and 9) to try to get the entire file on the screen.

****

COPYING BLOCKS - PRACTICE 2

Use Activity 2 for this practice. Move your cursor to the first word of the first sentence. Follow the directions that you used for COPY BLOCK - PRACTICE. 1. Make another copy of the 20 sentences.

Topic 27: Deleting a Block

Aim: How do you delete a block?

Performance Objectives: Students will be able to:

- type and edit a file
- demonstrate the delete block command
- identify uses of the delete block command

Materials:

- software: DOS, PC-Write, data disks
- rexo of a typical menu from a diner
- worksheet 27.1-27.4

Do Now:

Write a sentence explaining what happens when you copy a block.

Vocabulary: delete block

Motivation:

(Distribute a rexo of a menu.) Look at the breakfast section. What's your favorite breakfast? If you had $4.00 to spend for breakfast, what would you order? Don't forget to save some money for the tax and tip. Now look at the possibilities for lunch. You've got $5.00 for lunch. What would you have? I hope you're hungry for dinner. You have $11.00 to spend. Do you see any dinner specials? Can you save money and get more food by choosing one of them? How much have you spent on this imaginary day of eating at the diner? How much would it cost your family to eat each day if everyone spent that much? How much would it cost per week? Does that seem like a great deal of money for food? Today you are going to type sentences about food. When you finish, you are going to learn how to delete blocks.

Development:

1. Have the class load the program disk and name a new file FOOD. Distribute Worksheet 27.1.
2. Ask the class what their favorite food is. Tell them to complete the list in Activity 1. Do a survey to find out the most popular foods among students in the class.
3. Ask the class what their least favorite food is. Have the students type the list in Activity 2. Do a survey to find out the least favorite foods.
4. Tell the students to complete Activities 3 and 4. Discuss the responses.
5. Distribute worksheet 27.2. Have you ever made dinner? What did you make? What do you cook best? In Activity 5, you will explain how you would make an imaginary dinner. Complete that activity.
6. Complete the last typing practice--Activity 6. Discuss the steps to make sure that the person following them would be successful at making lemonade.

7. Move the cursor back to the beginning of the file. Edit all the activities. Save the file.

8. Distribute Worksheets 27.3 and 27.4. Guide the class through DELETING BLOCK - PRACTICE 1. Make sure that everyone can do the procedure.

9. Have the class do PRACTICES 2, 3 and 4. Make sure that everyone is successful.

10. Discuss when the delete block command would be used.

Application:

Have the students complete PRACTICES 5 and 6 on Worksheet 27.4. Also, have them fill in the chart on block commands.

Summary:

1. How do you delete a block?
2. When would you use the delete block command?

Homework:

Bring your family's two favorite recipes to class. Type and print them. Class project: Make a class cookbook. If you really want to have a good time, have a party with all the recipes prepared at home. This could be the day you distribute the poetry books you made, as well as the recipe books. If you have a video camera in your school, videotape the party.

Enrichment:

1. Type a report about all the different nationality restaurants you have eaten in. For example, you may have eaten in restaurants that serve Italian, Chinese, French, Mexican, Spanish, Indian, or other foreign foods. Explain what you like and dislike about each one. Also, mention a type of restaurant that you would like to eat in but haven't had the opportunity.

2. Within the next week, assist your parent in cooking a complete dinner. Write down all the steps.

TOPIC 27 - DELETING A BLOCK

Name ______________________________ Date ____________________

USING THE DELETE BLOCK COMMAND

If you could have anything to eat right now, what would you choose? ____________________.

In this activity, you will get a chance to write about one of the best things in life - food. When you finish, you will practice the delete block command.

Activity 1 - Type a list of your ten favorite foods. Put your #1 favorite first.

****

Activity 2 - Type a list of the ten foods you do not care for. Start with the one you like the least.

****

Activity 3 - Type these sentences finishing them with your own words:

My favorite breakfast is ______________________________

My favorite lunch is ______________________________

My favorite after-school snack is ______________________________

My favorite bedtime snack is ______________________________

****

Activity 4 - Think of your favorite dinner. Type these sentences completing them with your own words:

For an appetizer I would have ____________________.

I would order ____________________ soup.

For my salad dressing I would choose ____________________.

I would have ____________________ for my main course.

The two vegetables I would order are ______________ and ______________.

I would finish off my meal with ____________________ for dessert.

I would order ____________________ to drink.

Save this file.

Name ______________________________________ Date ____________________

Activity 5 - Imagine that your parent said you were in charge of making Sunday dinner. Type these sentences filling in the blanks with your own words:

On Saturday morning my parent told me that I would have to make Sunday dinner. I made a long list and went to ___________________ supermarket. I spent ___________________.
The first thing I did ____.
After that I ____,
and ____.
Next I ____.
I realized I better hurry and finish the ______________________________.
The last thing I did was _________________________________.__________.
As my family sat down for dinner, I realized I had forgotten to
____.
Finally, we were all settled. My _______________________ at me and said.
"____."

****

Activity 6 - Do you know how to make lemonade from real lemons? Type these sentences completing them on the screen:

The first step in making lemonade is to get all the ingredients.

They are _____________, _____________, _____________ and _____________

The next thing to do is ____

Next you ____

After that ____

Finally, you ____

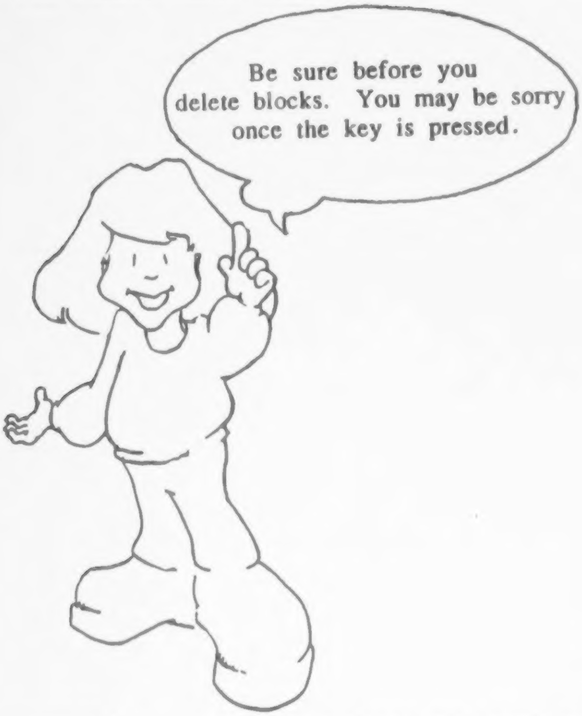
****

When you finish, edit all your work by inserting and deleting.

Save the file.

Name ______________________________________ Date ____________________

THE DELETE BLOCK COMMAND


Be sure before you
delete blocks. You may be sorry
once the key is pressed.

With the delete block command you can delete small or large parts of a file. Make sure that the four activities you typed are saved. DO NOT SAVE THIS FILE AGAIN AFTER YOU DO THESE DELETING PRACTICES.

DELETING BLOCK - PRACTICE 1

1. Move the cursor to the first word of the last five foods you have on your list in Activity 1.
2. Press F4.
3. Move the cursor to the end of the food you have listed as number 10. The highlighting will appear.
4. Press F4 again.
   What happened? ____
5. It has disappeared from the screen, but it is being held in the computer's memory. You can get it back on the screen by pressing CTRL and F4. Press those two keys.
6. Remove the highlighting with F5.
7. Now practice deleting the same block again. This time do not make it reappear.

****

DELETING BLOCK - PRACTICE 2

Move the cursor to the first food you typed in Activity 2. Delete the first five foods. Practice making the list return again.

Name ______________________________ Date ______________

DELETING BLOCKS - PRACTICE 3

Delete the entire block in Activity 3.

****

DELETING BLOCKS - PRACTICE 4

Move your cursor to the sentences in Activity 4. Delete the entire sentence, "I would order ______________ soup." Delete the entire sentence, "The two vegetables I would order are ______________ and ______________."

****

DELETING BLOCKS - PRACTICE 5

Delete the entire paragraph in Activity 5. Use the keys to make it reappear again. Practice deleting it again.

****

USING BLOCK COMMANDS - PRACTICE 6

1. Use the copy block command to make a second copy of the sentences in Activity 6.
2. Mix the sentences up. Make sure they are in the wrong order. Use move block for this.
3. Put them back in order with move block.
4. Delete the second copy of the activity.

****

Complete the chart by writing the correct key on the blank.

****

KEYS USED FOR BLOCK COMMANDS

KEY	USE
______________	Copying a block
______________	Moving a block
______________	Deleting a block
______________	Removing highlighting
______________	Reformatting the lines

Topic 28: Formatting the Screen

Aim: How do we change the layout of the screen?

Performance Objectives: Students will be able to:

- explain formatting a screen
- identify uses of different screen layouts
- read the ruler line
- format the screen layout to narrow and wide margins

Materials:

- software: DOS, PC-Write, data disks
- newspaper with narrow columns, a report with narrow margins
- worksheets 28.1-28.4

Do Now:

Write a sentence explaining the last way in which you used a ruler.

Vocabulary: format, layout, ruler line, margin

Motivation:

(Hold up the newspaper and the report.) How are these different? (Elicit - the newspaper has narrow columns and the report's words go all the way across) Tell the class they can command the word processing program to print either way. They will do this by changing a ruler that is included in your program.

Development:

1. Hold up the report. Point to the blank space at the edges. Tell the class that this is the margin. Tell the class that this is what they will change in this lesson.

2. Tell the class that the way the words look on the page is called the layout. To change this layout, they will have to format the screen. Review the other formatting they did earlier in the book. Ask them if they remember when they formatted the disk. Just like they changed the disk, they will change the layout when they format the screen.

3. Distribute Worksheets 28.1 and 28.2. Have students study the information on Worksheet 28.1 and then look at the wide margins of the example on the Worksheet. Discuss when this would be used.

4. Have the class load the program and name a new file FORMAT.

5. Guide them through the ten steps for changing the layout of the screen. Do the following:
   a. Have them begin by pressing F2.
   b. When they get to step 3, make sure they understand the ruler line. Explain that there are 80 spaces.
   c. Call out different locations and have them point to them. Remind them that 2 is 20, 4 is 40, and so on.
   d. Have them each point to the R and the L. Explain what they mean.

   - e. Tell them they must type a capital R and L to set a margin. Also, if they make a mistake, they can use the spacebar to erase the mistake.
   - f. If any of the students have problems following the directions, complete the activity again.

6. Have them type the sentences in Activity 1. Tell the class that they will use these directions when they create a class newspaper.

7. Assist the class in doing Activity 2 - RESETTING MARGINS. If the students are having difficulty with this, repeat the procedure.

Application:

Change the margins to the following settings:
Left - 5 and Right 75
Left - 45 and Right 65
Left - 15 and Right 55

Summary:

1. What does formatting a screen mean?
2. What are some uses of different screen layouts?
3. How do you read the ruler line?
4. What would be an example of left and right margin settings for narrow margins?
5. What would be an example of left and right margin settings for wide margins?

Homework:

1. Complete the crossword puzzle. (Worksheets 28.3 and 28.4)
2. Look through newspapers and magazines for different examples of margins. Make a display on a piece of oaktag.

Enrichment:

Work in a small group to help create a guide book for using PC-Write. It could be copied and used by the students in your class or in the future.

TOPIC 28 - FORMATTING THE SCREEN FILENAME = FORMAT

Name ______________________________ Date ____________________

HOW TO CHANGE THE LAYOUT

Formatting is changing the appearance of your word arrangement.

When you format the screen, you change the way it looks, or the layout. You will do this by learning to change the margins.

CHANGING THE MARGINS

When you type on the screen, you will notice that the word wraparound moves you to the next line. This happens when you get to the right margin. A margin is the blank space around a printed page. Sometimes you might want to change the margins. You might want them narrower or wider. With this program, it is very easy to change them. This is an example of wide margins:

```
This is what your
screen will look
like if you set a
wide layout margin.
```

Name ______________________________ Date ____________________

Activity 1 - Do the following to learn how to change margins:

1. Press F2.

2. Look at the special line on your screen. What does this line look like?

   ____

3. This is called a ruler line. The letter "L" tells you where the left margin is set. The letter "R" tells you where the right margin is set. Find both of them.

4. Each up and down line is one space. There are a total of 80 spaces going across your screen. The number 1 stands for 10, the number 2 stands for 20, and so on.

5. Where is the left margin set? ______________________________

6. Where is the right margin set? ______________________________

7. You will change the screen by doing the following:
   a. Move the cursor to the 3, which is 30 on your ruler line. Type a capital L. What happened?

      ____

   b. Move your cursor to 6 which is 60 on your ruler line. Type a capital R. What happened?

      ____

8. If you make a mistake when you are typing the "R" or the "L" on the ruler line, you can erase with the spacebar.

9. Press F2. Your margins should be set at 30 and 60.

10. Type the following:

    There are certain places where you see narrow columns. One is a newspaper. When you create your class newspaper at the end of this book, you will change your margins to make them wide for columns. Another place you might see this is in a magazine. Can you think of other places?

RESETTING MARGINS

Activity 2 - Do you think you could change the margins to a wide setting? This changing is called resetting. Follow the directions you used earlier in this lesson. Change the left margin to 10 and the right margin to 70. Hint: Begin by pressing F2. Move the cursor to 10 and type L. Move the cursor to 70 and type R. Press F2 again.

Did the paragraph you typed before change? ____________________ How?

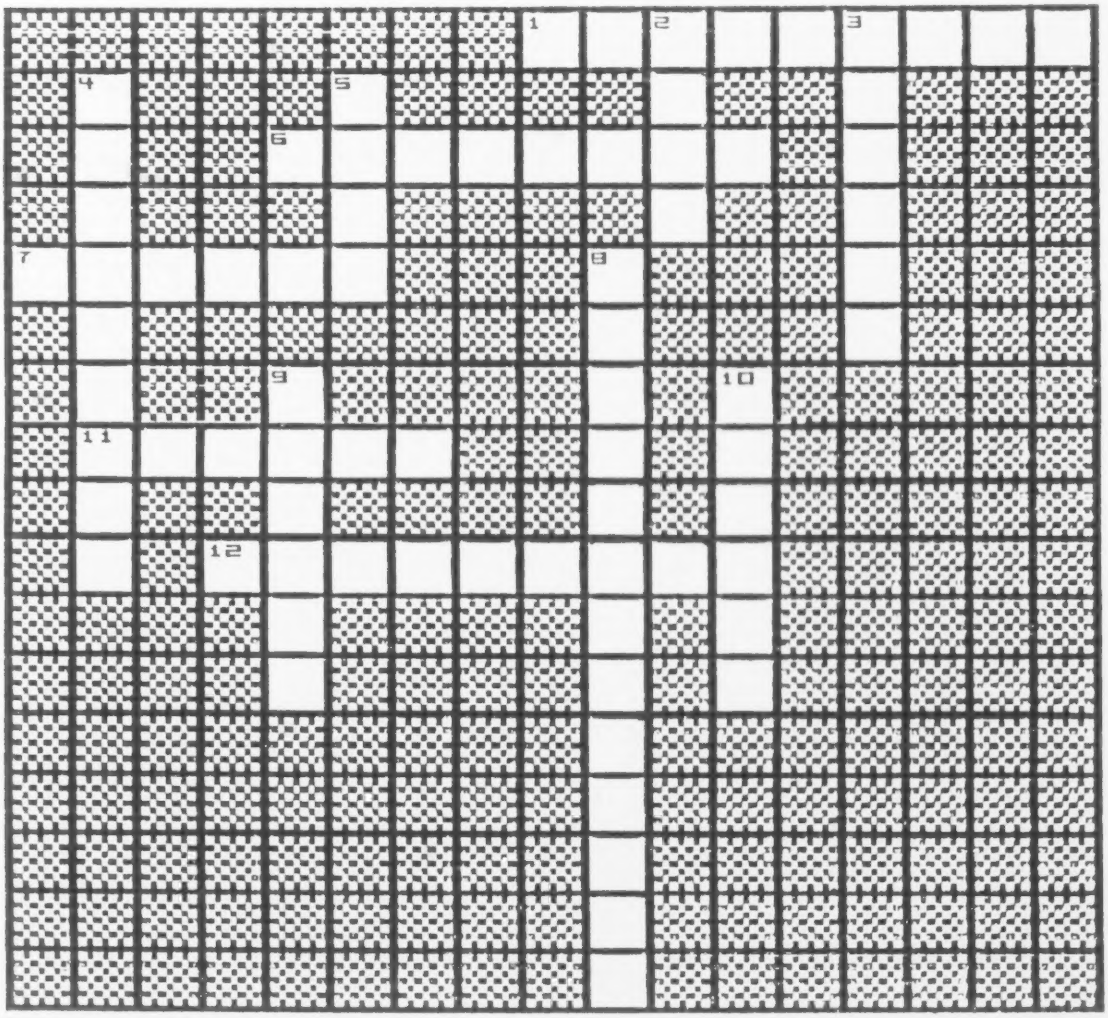
____

Save the file.

28.3

Name ______________________________ Date ________________

GOOD LUCK ON THIS CROSSWORD PUZZLE


1
2
3
4
5
6
7
8
9
10
11
12

The clues and word list are on the next page.

28.4

Name ______________________ Date ______________

CROSSWORD PUZZLE CLUES

ACROSS CLUES

1. shows where the left and right margins are set
6. the movement of a word to the next line
7. to change the appearance of the screen; also, to prepare a disk
11. to add letters, words, spaces or lines
12. the command that places a word or words in the middle of a line

DOWN CLUES

2. to put the software instructions into the machine
3. the way a page is formatted
4. moving the lines up or down on the screen
5. to start a computer
8. a list of files on a disk
9. to erase
10. the blank space around the edge of a page

WORD LIST:

BOOT
CENTERING
DELETE
DISKDIRECTORY
FORMAT
INSERT
LAYOUT
LOAD
MARGIN
RULERLINE
SCROLLING
WORDWRAP

Topic 29: Writing Letters

Aim: How do we write letters?

Performance Objectives: Students will be able to:

- identify parts of a friendly letter
- identify parts of a business letter
- determine when the two types of letters would be used
- type a friendly letter
- type a business letter
- print letters

Materials:

- software: DOS, PC-Write, data disks
- worksheets 29.1-29.2

Do Now:

Write a sentence explaining what changing a screen's format means.

Vocabulary: friendly letter, business letter

Motivation:

Have you ever written a letter? To whom did you write it? Do you like to write letters? It is easy when you use a computer. In this lesson, you will practice that skill.

Development:

1. Ask the class if they know what the two types of letters are. Distribute Worksheet 29.1. Read the two letters. Discuss the different parts of each letter. Make a list for each. Include the different punctuation and tone.

2. Make another list of when you would use each type.

3. Have the class load their program and name a new file LETTERS.

4. Distribute Worksheet 29.2. Before they begin Activity 1, have them help make a list of things students could write about in a friendly letter. Have them type the letter.

5. Read the assignment in Activity 2. Ask the class for ideas for problems that they are interested in writing about. Have them complete that assignment.

6. Have the class complete Activity 3. Each student will tell the class to whom he or she wrote.

7. Tell the students to read the assignment in Activity 4. Discuss what might be included in this letter. Save printed copies of these letters for a February bulletin board.

8. Have the class move the cursor back to the first letter. They will then edit all of the letters by inserting and deleting. Have each student print at least one of the letters.

Application:

Type a friendly letter to someone who gave you a gift. Print and send the letter.

Summary:

1. What are the parts of a friendly letter?
2. What are the parts of a business letter?
3. When do you use friendly letters?
4. When do you use business letters?

Homework:

Find an item in a catalog, newspaper or magazine that you would like to order. Bring it to class to type a real or imaginary order letter.

Enrichment:

Look in the yellow pages of a telephone directory. Locate a museum or other place of interest. Write a business letter to them asking them to send you information about the place. Also, ask for the admission price and the hours they are open. Bring the information to class. Possibly, your teacher could arrange a class trip.

TOPIC 29 - WRITING LETTERS FILENAME = LETTERS

Name ______________________________ Date ______________

A LETTER WRITING ASSIGNMENT

There are two basic types of letters--friendly and business. When would you use each type? These are examples:

A FRIENDLY LETTER

January 1, 19__

Dear Charlie,

Happy New Year. I hope you are healthy and happy to get off to a good start in 19__. I made only one New Year's resolution. I have decided to stop biting my fingernails. I hope I can keep this one. Did you make any?

Thank you very much for the Christmas gift. My old kite was a little too patched up. When you visit, we'll have my dad take us to the area by the Verrazano Bridge and watch my new kite glide over the waters.

Let me know when you plan to visit again. I hope to hear from you before too long.

Your friend,

Mark

****

A BUSINESS LETTER

2387 Avenue U
Brooklyn, NY 11229
May 31, 19__

Mr. John Delaney
Skiing Styles Inc.
789 North Shore Drive
Boston, Massachusetts 13456

Dear Mr. Delaney:

I just received my order for a ski jacket. I ordered a small jacket, but you sent a large one. It is #34 in the catalog and costs $89.50. Please send me a small red ski jacket, and I will return the large one.

Thank you for your cooperation. I would like my ski jacket as soon as possible.

Sincerely yours,

Jamie Johanson

Name ______________________________ Date ____________________

LETTER WRITING ASSIGNMENTS

Many people find it difficult to write letters. Keyboarding letters is much easier because you can do it so quickly. You will type four different letters in this assignment.

Activity 1 - A friendly letter

Type a letter to a friend or relative who does not live in your neighborhood. Try to make it interesting. Do not begin with "How are you? I am fine." Think of something more original. If possible, print the letter and send it to your friend.

****

Activity 2 - A suggestion letter

In this assignment you will type a letter in which you offer at least one suggestion. The letter will be to either the President of the United States, the mayor, your school's principal, your teacher, or one or both of your parents. Explain a problem, and then suggest a way that the problem could be solved. Print the letter. Mail it, if possible.

****

Activity 3 - A "just for fun" letter

This letter will be to a famous movie star, singer, ball player, or someone else who is very famous. In the letter you will explain why you admire this person. Tell the person how you would feel if you met him or her.

****

Activity 4 - A letter to a past president

In this assignment you will type a letter to George Washington or Abraham Lincoln. You will tell him about all the changes in America since he was president.

****

Edit and save your letters.

Topic 30: Writing a Story Beginning

Aim: How do we write the beginning of a story?

Performance Objectives: Students will be able to:

- establish the time and place of a story
- set the mood of a story
- introduce characters into a story
- introduce the problem of a story

Materials:

- software: DOS, PC-Write, data disks
- worksheets 30.1-30.2

Do Now:

Write the names of the two types of letters.

Vocabulary: mood, characters

Motivation:

What's the best story you have ever read? Why did you choose that one? What makes a story good? Did you ever read a story and find that the beginning was very boring? What do you usually do when you begin reading a story like that? It is important to make the beginning of the story interesting. In today's lesson, you will be typing the beginning of a story.

Development:

1. You might want to teach several preliminary lessons in the classroom on the time and place of a story, the mood, the characters and the problem. This lesson could be a review of those aspects of story writing. This would enable the students to have ample time for writing their stories on the screens.

2. Distribute Worksheets 30.1 and 30.2. Go through the five items that are listed. Discuss the definitions of mood and characters. The ability of the class will determine how deeply you explain each item. If the students are very young or are low-functioning, do not spend a great deal of time on the five items. Let the students just write. They will feel too frustrated if they have to be concerned about too many things.

3. Read the story beginning on Worksheet 30.1. Have the students answer the questions on the story beginning. Discuss the answers.

4. Tell the students to read the list of story ideas. Ask them for others. Write them on the board. Have them make a simple plan on the worksheet. They are to load the program and name a new file BEGIN.

5. Tell them to type the beginning of their stories.

Application:

Take another look at the story beginning you just typed. Use your word list to try to improve your work. Have a classmate read it and offer suggestions. Make additional changes. Save the work.

Summary:

1. When and where does your story take place?
2. What is the mood of your story?
3. Who are the characters in your story? What are they like?
4. What is the problem in your story?

Homework:

Try to locate a copy of your favorite story. If not, find a story that you really like. Write the following:

The title and author -
The time and place -
The most important characters -
The mood -
The problem -

Bring it to class. You and your classmates will exchange stories and read one another's.

Enrichment:

Type a story about yourself. Think of the most exciting thing that has happened to you. Try to put that experience on the screen.

TOPIC 30: WRITING A STORY BEGINNING FILENAME = BEGIN

Name ______________________________ Date ______________

HOW DO YOU WRITE THE FIRST PART OF A STORY?

One of the hardest parts of writing a story is getting started. If you know what you should include in the opening, it is really not that difficult. The beginning of the story should tell the reader certain information. It should include the following:

1. The time - This could be the time of day. It could take place a hundred years ago or in the future. It could also be simply a season instead of the time of day.

2. The place - This should let the reader know exactly where the story is taking place. Describing words that make the reader "see" the place should be used.

3. The mood - Just as you can be in different moods, so can a story. It can be sad, happy, serious, mysterious, etc. The words you choose to describe the place usually set the mood.

4. The people - Usually the reader gets to meet one or two of the people in the beginning of the story. Try to describe them. They are called characters. Animals can be characters, too.

5. The problem - The beginning of the story should at least hint about the problem. Most stories are about problems that the characters must solve. Thinking of an interesting problem is a very important step in writing a story.

This is an example of a story beginning:

The sky was getting dark. It was only three in the afternoon, but it looked like early evening. Nicky and I had planned this canoe outing for weeks. Early May in upstate New York can be chilly, but the sun was pouring through the half-opened blinds as I jumped out of bed thinking of the day. We had gotten up early to listen to the weather report and pack our lunch. We heard nothing about a storm. As the waves began to move us about the icy waters, Nicky pulled his baseball cap down over his long dark hair as he flexed his strong arms and paddled faster. Even though we were both close in age, I was much smaller and thinner. He tried to keep me calm by saying, "Take it easy, Jimmy. I'll take care of you." It was easy for him not to worry. He was on the swimming team. I tightened my life jacket as I thought about my weak stroke. I couldn't wait for this day to end.

Name ______________________________ Date ______________

1. Where does the story take place? ______________________________

2. What time is it? ______________________________

3. Who are the characters? ______________________________

4. What do they each look like? ______________________________
____

5. What is the mood of the story? ______________________________

6. What is the problem? ______________________________

7. Close your eyes. Imagine these two boys in the icy waters with a storm coming. Have a class discussion about what might happen.

WRITING A STORY BEGINNING

You will get your chance to write a story beginning. Read the ideas for stories in the following list. If you cannot find one that you are interested in, think of your own. Before you begin typing, fill in the blanks to do a simple plan.

1. A person's first roller coaster ride
2. The day I lost my temper
3. Two people in a car accident
4. My most terrifying experience
5. An exciting ball game
6. An unwelcome visitor
7. A trip to a mysterious place
8. Noises in a deserted house on your block
9. My most embarrassing day
10. A big surprise

1. Where does your story take place? ______________________________

2. What time is it? ______________________________

3. Who are the characters? ______________________________

4. What is the mood? ______________________________

5. What is the problem? ______________________________

Type the beginning of your story. When you finish, read it to make sure that it includes everything from your plan.

SAVE YOUR WORK.

Topic 31: Finishing a Story

Aim: How do you finish a story you have already begun?

Performance Objectives: Students will be able to:

- type the middle of a story
- type the end of a story
- add a title to a story
- edit a story
- print a story

Materials:

- software: DOS, PC-Write, data disks
- worksheets 31.1-31.3

Do Now:

Write down two possible titles for the story you started in the last lesson.

Motivation:

Have you ever seen a movie that was based on a book or short story? Did you read the book and see the movie? Which did you like better? Why? Most people always say they like the book better than the movie. Why do you think this is true? (Elicit - When you read the words of a good writer, your imagination is usually able to see an even better picture than most movie makers can create.)

Development:

1. Tell the class that they will spend this entire session finishing their stories. Have them load the program and get the file BEGIN on the screen.

2. Have them read the beginning of their story again. If they want to make changes, they should do so at this time.

3. Distribute Worksheet 31.1. Have the class fill in the plan. They should write major events that will lead to the ending of the story. Explain that it is very important to keep the reader interested until the ending. If the problem in the story is solved too early, there is no reason to continue reading.

4. Tell the students to type the middle and end of the story.

5. Have them add one of the titles listed in the Do Now or use a new one. Center it.

6. The students should spend time editing. Encourage them to use their word lists. Also, have the students read each other's screens. They will offer suggestions to one another.

7. They are to save the final story; print a copy; include their stories in a class story book; and draw one or more pictures to go with it.

Application:

Distribute Worksheets 31.2 and 31.3. Tell the students that this assignment will take several days to complete. They will choose one of the topics, make a story plan, type a story, edit it and print a copy. They will help make a story bulletin board.

Summary:

1. What were the main events in the middle of your story?
2. What happened at the end of your story?
3. What was the title of your story?

Homework:

Draw a story just in pictures. Your classmates will try to figure out what it is about.

Enrichment:

Make a list of ten ideas for stories. Bring the list to class and add it to a long list of story ideas. This list can be used in future writing assignments.

TOPIC 31 - FINISHING A STORY

Name ______________________________ Date ________________

HOW DO YOU FINISH A STORY?

In the last lesson you wrote the beginning of a story. Load your program and get the file BEGIN that you saved on your disk back on the screen.

What is the problem in your story? ______________________________

____

In this lesson you will continue your story. You should try to add three or four more things that happen to the characters before you end it. Think of it as building something. The problem should build to a point at which the reader does not want to put your story down because it is so exciting. Finally, the problem is solved and the story should end. Plan the rest of your story.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. The end - ______________________________

When your planning is done, do the following:

1. Type the rest of your story.
2. Think of a good title. Type and center it.
3. Read it when you finish and make any changes that would make it better. Get out your word lists to see if you can add a few good words.
4. Let one of your classmates read it to get his/her opinion.
5. Save the story.
6. Assist your teacher in printing the story.
7. Help make a class story book or a story bulletin board.

Name ______________________________ Date ____________________

STORY STARTERS

I can't wait to read your story.

Now that you know how to plan a story, choose one of the ideas and fill in the story plan on the next page.

1. A spaceship has just landed in your schoolyard.
2. You have been given a very unusual pet for your birthday.
3. You wake up and find you are living in a place where no one speaks English and no one has hair.
4. A genie has just granted you three wishes.
5. You win a prize of $1,000.
6. You are the hero of an important ballgame.
7. You have invented something very unusual.
8. You have just won a trip to any place on earth.
9. You have been asked to be in a movie.
10. You have just sold a million copies of your first record album.
11. You are principal for one day.
12. Your pet dog wakes up one morning and starts talking to you.
13. My heart was pounding as the dentist called my name.
14. I had never been in a snowstorm before.
15. Animals have taken over the world.
16. You are the new teacher of your class.

Name ______________________________ Date ____________________

PLANNING YOUR STORY

Plan your story here. Do not write sentences, just ideas to help you write your best story ever.

1. I will write my story about topic _______ which is ____________________

   ____

2. The time - ____

3. The place - ____

4. Character 1 (name and description) - ______________________

   ____

5. Character 2 (name and description) - ______________________

   ____

6. Other characters - _______________________________________

   ____

7. The problem - ____

8. The story events -

   a. ____

   b. ____

   c. ____

   ____

9. The ending - ____

   ____

****

Do the following:

1. Read your plan again to make sure it is good. Make any changes that are needed.
2. Type your story.
3. Read it on the screen.
4. Use your editing and deleting keys to make corrections.
5. Use your word lists to find a few better words.
6. Save your story.
7. Print your story.

Topic 32: Writing About New York City

Aim: How do we write about New York City?

Performance Objectives: Students will be able to:

- type documents about New York City
- edit the file
- print several activities

Materials:

- software: DOS, PC-Write, data disks
- a large apple made from construction paper
- New York City information - books, pamphlets, posters, buttons, T-shirts, etc.
- worksheets 32.1-32.2

Do Now:

Write down the best and the worst things about New York City.

Motivation:

(Hold up the paper apple.) What does this have to do with New York City? What does an apple have to do with our city?

Development:

1. Distribute Worksheet 32.1. Have the students complete preliminary questions. Discuss the answers.

2. Tell the students to load their programs and name a new file YORK.

3. Before they begin writing, pass around the information about New York City. After they have had a chance to look at it, discuss different things they learned in the activity. Have the books and other material available for them to use during this lesson.

4. Read the directions in Activity 1 on worksheet 32.2. Have the students each write an idea and make an apple for the bulletin board.

5. Tell the class that in the next lesson they will be creating a newspaper. They will write a newspaper article about New York City. Some of the articles will be included in the newspaper. Read the ideas for articles in Activity 2. Tell the class to type an article. Have them edit and print the article.

6. Distribute worksheet 32.2. Ask the class if they have ever had to describe New York to someone who has never been to a big city. Ask them what they said. Have them explain whether they mentioned more good things or more bad things. Have them complete Activity 3.

7. Discuss what New York City will be like in the year 2025. Tell the class to complete Activity 4. Have them read their paragraphs. Tell them to draw pictures of New York City of the future.

8. Tell the students to move their cursor to the top of the file and edit their work. They will save their files.

Application:

Have the students complete the I LOVE NEW YORK paragraph and drawing on worksheet 32.2. Have the students share their work.

Summary:

1. What were several things you wrote about in this lesson?
2. How did editing make your work better?

Homework:

Find two articles or two pictures in the newspaper. One should show something good about New York City, and the other should show something that is not good. Explain each one in a few sentences.

Enrichment:

1. Go to the library and find several books about the early history of New York City. Type a report. Present it to the class.

2. Make an individual or group collage about the great things about New York City. Ask your teacher to hang it in your classroom or computer lab.

TOPIC 32 - WRITING ABOUT NEW YORK CITY FILENAME = YORK

Name ______________________________ Date ____________________

THE BIG APPLE

What comes to your mind when you hear the words, "The Big Apple?"

____

Why do you think it is called by that name?

____

Do you like living in New York City? ___________________________

Why?

____

New York City has something for everyone. What are some of the good things about New York City? Write five of them on these lines.

1. ____

2. ____

3. ____

4. ____

5. ____

Name ______________________________ Date ____________________

Activity 1 - Making a Big Apple Bulletin Board

You will help your class make a special bulletin board. Before you begin typing, you will make an apple. Use red construction paper for the apple and green for the leaf and stem. Next, choose one of the ideas you wrote on the lines. Type a sentence about something special New York City has to offer. Make sure you type it so that it will fit on the apple you made. This is an example:

```
        I
       love
     riding on
 the roller coaster
 and eating Nathan's
 hot dogs and fries
  at Coney Island
```

Print the sentence and paste it on the apple. Staple it to the Big Apple bulletin board.

****

Activity 2 - Typing newspaper articles

In the next lesson you will be creating a class newspaper. The paper will include articles about New York City. Choose one of these topics or think of your own. Type it. Use inserting and deleting commands to edit it. Finally, print the article.

1. A good New York restaurant
2. The museum you like best
3. Your favorite sports team
4. The aquarium or the zoo
5. A concert or play you have seen
6. Your favorite beach
7. The best place to shop
8. Famous places like the Statue of Liberty
9. The problem of too many people
10. How to clean up the city
11. Sitting in traffic jams
12. Is New York City safe?
13. The need for better parks in our city
14. If I were the mayor of New York City...
15. Why I will never leave the city
16. Why I can't wait to move out of the city

Name ______________________________ Date ______________

Activity 3 - Typing a letter

In this activity you will type a letter to a make-believe person who has never been to New York City and wants to know all about what it is like to live in a city, since he/she lives on a farm near a small town.

****

Activity 4 - New York City of the future

What do you think New York City will be like in the year 2025? Will you want to be here? If not, where will you move? Type a paragraph in which you will answer these questions. When you finish, print your paragraph. Draw a picture of the New York City of the future. Attach it to your paragraph.

****

Activity 5 - I LOVE NEW YORK paragraph

One of the mottos of New York City is I LOVE NEW YORK. Write a paragraph explaining why you love it.

SAVE YOUR WORK.

****

A Drawing Activity - Draw a picture of what you love about New York.

Topic 33: Creating a Class Newspaper

Aim: How do we create a class newspaper?

Performance Objectives: Students will be able to:

- create a class newspaper

Materials:

- software: DOS, PC-Write, data disks, other software for desktop publishing if available - PC Paint, Story Maker, Print Shop, Printmaster, or similar software
- copies of newspapers--the Daily News, local newspapers, etc.
- drawing pens
- Rubber Cement
- worksheet 33.1

Do Now:

Have you ever helped create a class newspaper? Write what you remember about the experience.

Vocabulary: proofreading

Motivation:

Imagine that you are working for a newspaper. What would you like to write about? During this project, type the article and we will try to include it in the class newspaper. (Divide the class into groups. Distribute copies of the papers. Let them spend about 10 minutes looking for ideas they would like to include in a class newspaper.)

Development:

1. Have a brainstorming session to determine what the class would like to include in a newspaper. After you have made a list on the board, distribute Worksheet 33.1. Read the additional suggestions.

2. Have the students spend several sessions writing articles. When they have been printed, divide the class into groups. The students will determine which articles will appear in the paper. However, make sure that every student has at least one contribution included.

3. Change the margins of the articles that are to be used and reprint them in newspaper column format.

4. If you are including computer art, use one of the paint programs or one of the ready-made picture programs. You can combine it with original art or only use original art. The ability of the class and the time you have available in the computer lab will determine how much art you will include. Class newspapers usually come out the best if you let the class direct you in the direction they want to go.

5. Have the class vote on a title. Have several artistic students work on a banner or use a computer program such as Print Master or Print Shop to print one.

6. Have the groups paste up the pages with Rubber Cement. Make copies. Make sure you make enough so that you can distribute them to the other classes in the school and perhaps neighboring schools. If you can get a newspaper trading program started, it is a wonderful motivation and continuing activity that can help the students improve their writing and learn to work better in groups.

Application:

Divide the class into groups. Have them make a list of suggestions that would be helpful the next time a newspaper project is taught.

Summary:

What are some of the things you did to help to create the class newspaper?

Homework:

Take the copy of the class newspaper home. Ask your family to look at it. Write down comments they made. When you come to class be prepared to tell your classmates what they said.

Enrichment:

Choose two newspapers that are entirely different. Write a report naming the papers, explaining the differences and deciding who would read each one.

TOPIC 33 - CREATING A CLASS NEWSPAPER FILENAME = NEWS

Name ______________________________ Date ____________________

CREATING A CLASS NEWSPAPER

One of the best things about knowing how to use a word processor is being able to create a newspaper. This lesson will be a great chance for everyone to work together. Your newspaper can be like no other. It doesn't just have to be about the news that is happening right now. It can include work you have saved on your disk. Everyone from your class should have at least one article in the paper. Before you begin, your class and teacher should decide how long it will be and what it will include. Here are some ideas to get you started:

1. The New York City articles you wrote in the last lesson
2. Poems or stories you have saved on your disks
3. Sports articles - both professional and local
4. Opinion articles, such as How to Solve the Biggest Problem in New York
5. Comics
6. Horoscopes
7. An advice column, like Dear Ann Landers. (For this you can place a box in the room for students to drop their questions into.)
8. Jokes and riddles
9. News articles
10. Wanted and For Sale ads
11. Movie reviews
12. Record reviews
13. TV show reviews
14. News about famous people
15. School news

Committees should be formed so that each of you can work on the articles you are most interested in. Show off your finished papers to the other classes and to your relatives and friends.

GOOD LUCK! HAVE FUN!

Appendices

A - Additional Word Processing Activities

MORE STORY WRITING ASSIGNMENTS

A TOY STORE ADVENTURE

You are locked in a toy store overnight. All the toys come alive. Write a story about the night.

****

A WHAT IF STORY

Write a "What if" story. These are some possible suggestions: WHAT IF...

School is now two months long. You are on vacation for ten months.

The sun is now shining all day and all night.

You are stranded on a desert island without any supplies.

You have become an animal. You can still understand English and speak, but you look like the animal.

No one in the world can talk.

You live on the moon.

****

TALKING ANIMALS OR OBJECTS

In this story, you will pretend that anything on earth can talk. Choose one of these topics and write a story explaining what they would say to each other.

Cards in a card store near a holiday
The sun, moon, and stars
Any two animals
Your shoes and clothes in your closet
The food in your refrigerator
Two computers

****

TEN YEARS FROM NOW

Write a story about you ten years from now. Tell what you will be doing, what you will look like, what you do for fun, and where you live. Also, explain how you have changed from how you are now.

WRITING ON YOUR COMPUTER

THREE WISHES

Imagine that you have been granted three wishes. One is for you. One is for a friend or a relative. The last one is for the whole world. Type a paragraph describing the wish you would make for each one.

* * *

MAGIC

Most people like to dream about what they would do if magical things happened. Type a paragraph on one of these:

1. Someone has just given you a magic wand
2. You have just gotten on a magic carpet
3. You could change into any animal or object

* * *

WRITING DIRECTIONS

Did you ever have to follow directions? If they are not perfectly clear, it can be confusing. Type directions to get to a particular place. Pretend that the person who will follow these directions knows nothing about the place. If possible, let someone see if he/she can follow the directions. These are a few examples:

1. Your house to your school
2. Your desk to the principal's office
3. Your desk to the school lunchroom
4. Your room to the closest pizzeria
5. Your house to the closest shopping mall

* * *

A "HOW TO" PARAGRAPH

There are many things that you can do. Did you ever have to teach someone? It is important not to leave out any steps and to keep the steps in order. Pretend that the person following your directions does not already know how to do the thing. Type a list. If possible, let someone see if your directions are clear. Here are some examples:

1. How to ride a bicycle, a boogie board or a skate board
2. How to cook something
3. How to play tennis or some other sport
4. How to use a computer
5. How to tie your shoes

* * *

THE PERSON I MOST ADMIRE

Choose the person you most admire. Type a paragraph explaining the reasons.

* * *

THE BEST PRESENT EVER

Think of the best present you have ever received. Type a paragraph telling what it was, why it was so special, and who gave it to you.

****

COMMERCIALS

Think of the commercial you think is the most memorable. Describe it. Then, write your own commercial for a product. Draw a picture to go with it. Present it to the class.

****

WRITING A PLAY

Play writing is best done in a small group. If possible three or four of you could sit at one computer and type it. You could rehearse it and present it to the class. If you have a videotape camera in the school, make a tape of it.

****

THE FOOD I EAT

Can you remember everything you ate and drank yesterday? Everyone knows that eating right makes a person healthy. To see what you are feeding your body, make a file on your computer disk named EAT. Keep track of everything you eat and drink. Each day for one week your teacher will allow you a few minutes to type the list into your computer. At the end of the week, print your file. Have a class discussion about good foods and bad foods.

****

USING YOUR COMPUTER TO TALK

You will sit with a partner for this activity. You will not be allowed to say a word. You will use the computer to ask your partner a question. Then, your partner will answer it on the computer. Continue until your teacher says to stop. Remember, no talking.

****

PICTURE STORIES

1. Find a picture in a magazine. Type a story to go with the picture. Print the story. Paste both of them on a piece of construction paper to hang in your classroom or room at home.

2. Write a story. Draw pictures to go with the story. Use crayons or markers to color them. Make a story display on construction paper. Hang it in your room or classroom.

****

WRITING BOOK REVIEWS

Hopefully, your classroom has a library of story books. You and your classmates could type reviews of all the books. Print the reviews. When a student wants to choose a book, he or she can read the reviews.

* * *

MAKING A TIME LINE

Making a time line is a very challenging activity. A time line is a list of things that happened in order from first to last. It is often used for social studies. This activity could be done in small groups. You would first look at library books or children's encyclopedias to learn about your topic. Then, you would type a short paragraph describing it. You could draw a picture or pictures describing the event. All the projects from the groups in the class could then be arranged in a time line. These are some ideas for time lines:

1. New York City from the Dutch settlers to the city today.
2. Space explorations
3. History of computers
4. American inventions from McCormick's reaper to the present

* * *

A SPECIAL FAMILY

No two families are alike. Yours is probably very different from your best friend's. Write a paragraph explaining why your family is special. Describe each member and explain how they help make your family special. If you have grandparents or other relatives living with you, don't forget about them. If you have pets, make sure to include them. Describe how they add to your family.

WRITING POEMS

RHYMING PRACTICE

Remind the class that many poems do not rhyme, but it is also fun to write ones that do. For practice have them type words that rhyme with these words. They will then type short rhyming poems.

go -
day -
see -
bag -
ran -
bed -
feel -
got -
wood -
run -
rule -
light
bit -

ice -
hold -
tall -
boat -
band -
spray -
lake -
moon -
cow -
black -
well -
kite -
funny -

****

WRITING TONGUE TWISTERS

In this assignment the class will type tongue twisters and challenge classmates to read them three times without making a mistake. Here are some examples:

Large lavender lizards leap lightly and land in the lilies.

Three tall trees tried to threaten twelve trolls traveling with trays.

A big bunch of blue and black balloons blasted backward beautifully.

****

WRITING POEMS ABOUT ANIMALS

The students will type funny poems about animals. These are two examples:

Kangaroos

Kangaroos must be happy,
They bounce like ground balls
Like they can't wait
To get where they are going.

Elephants

Elephants are wise,
Their memories hold
truth and lies,
Even though they are
big and fat,
They can be scared by
one little rat.

MORE STORY SUGGESTIONS

HOLIDAY BRAINSTORMING FOR STORY WRITING

Just before a holiday, have the class brainstorm to come up with a list of words that remind them of the holiday. Write the words on the board. Make sure everyone knows what each word means and how to use it. Have the students write stories trying to use many of the words.

This is an example of a word list for Halloween:

ghost
costume
witches
broom
cornfield
trick or treat
pumpkins
jack-o-lantern
scare
scream
black cats
spooky
terrified
dark
Dracula

****

A TIME CAPSULE STORY

Tell the class to choose a period of time. It can be the past or the future. They will then write a story about themselves living in that period. Tell them that they should look in several library books or children's encyclopedias to get some ideas of what life was like. Some examples of time periods are:

Time of the caveman
The time of the Pilgrims' arrival in America
During the American Revolution
During the Civil War
The Depression of the 1930's
The year 2025
The year 3000

****

USING YOUR IMAGINATION

In this assignment you will make up a story to explain something in nature. In the story, you will describe the event that caused the change. These are some topics you might use:

How did zebras get stripes?
Why did dogs start chasing their tails?
Why did the man move to the moon?
Why did elephants start growing trunks?
Why did skunks start smelling so strong?
Why did oceans decide to have such high waves?
Why did the necks of giraffes grow so long?

B - Glossary

block - a group of words

boot - to start the computer

byte - an 8 digit number that is used in the computer's language

center - to place a word or words in the center of a line

CPU - the brain of the computer that works on the input

cursor - the blinking square that shows where a person is typing on the screen

data - words, numbers and instructions used by a computer

delete - to erase work that has been typed

disk - device used for storing programs and files

disk directory - the list of files saved on a disk

disk drive - hardware part that reads the disk

format - to prepare a disk for use; or to change the way the screen looks

hardware - the machine parts of a computer

input - putting information into the computer

insert - to add letters, numbers, spaces or lines to the work on a computer screen

keyboard - the input device that looks like a typewriter layout the way the screen looks

load - to put directions into the computer with software

margin - the blank space around a printed page

microchip - the tiny square that contains the CPU

monitor - the screen that shows what is typed

output - the results of the CPU's working on the input that are shown on the monitor or printed copy

printer - the hardware device that makes a copy of the screen on paper

program - instructions on a disk to do a job such as word processing

RAM - the temporary memory of the computer that is lost when the computer is turned off

ROM - the permanent memory of the computer that is part of the computer when it is purchased

ruler line - shows where the margins are set scrolling - moving the words up or down so that different parts can be seen

software - the instructions that are found on disks

wordwrap - the movement of the word to the next line

C - Software Duplication Guidelines

Like plays, novels, songs, textbooks, and all other published material, the programs and files on a published computer diskette are fully protected by the copyright laws of the United States. The enclosed PC Write disk is public domain and therefore can be legally copied. Disks that are not public domain cannot legally be copied without the appropriate permission of the publisher. The position of the Division of Computer Information Services of the New York City Board of Education on diskette copying is the following:

1. Duplication of copyrighted software or documentation is prohibited.
2. Software publishers must be contacted to verify procedure for back-up multiple copies and licensing agreements.
3. A publisher's written permission is required to download or network programs to other microcomputers.
4. No student or Board of Education employee may use school computers to duplicate copyrighted software.
5. The use of illegally duplicated software, however obtained, is prohibited in all Board of Education facilities.
6. Simultaneous use of original software and/or its back-up is not permitted without the written permission of the publisher.

The copyright of the enclosed Disk Care diskette, however, belongs exclusively to the New York City Board of Education. Any New York City public school employee may make an unlimited number of copies of these diskettes for use in the New York City public schools, either in day or evening sessions, without obtaining further permission. For your convenience, and to enhance the educational value of these programs, it is strongly advised that you make at least one copy of each diskette for each computer in your computer lab to allow all of your students to work on the same program simultaneously.

The New York City Board of Education has computer diskettes under contract at this time. If you wish to purchase additional diskettes, they are available under the Board of Education contract # P-3086, item # 11-99-6000.00.3 from:

Athana Incorporated
Suite 106
2730 Monterey Street
Torrance, California 90503
1-800-421-1591
Att: Carol Romeo

D - Copying Public Domain Diskettes for MS DOS

Diskcopy with One Disk Drive

To make a copy of a software diskette on an IBM PC, PCjr, or IBM compatible computer with a single disk drive, follow these steps:

1. Before you start, be sure that the diskette you wish to copy is write-protected. Write-protecting a diskette will prevent you from accidentally erasing or overwriting any of its programs or files. You can write-protect a diskette by placing a small piece of tape over the write-protect notch on its left side.

2. Insert the IBM DOS diskette into the disk drive, turn the computer and the monitor on, wait for the DOS to boot up, then enter the date and time. The last line on the screen will be A>.

3. Type Diskcopy, then press ENTER. The screen will display the message,

   ```
   Insert SOURCE Diskette in Drive A :
   Press any key when ready . . .
   ```

   The SOURCE diskette is the diskette you want to copy. Remove the DOS diskette from the disk drive and insert the Source diskette. Press ENTER.

4. The screen will display a Copying . . . message, then the following instructions:

   ```
   Insert TARGET Diskette in Drive A :
   Press any key when ready . . .
   ```

   The TARGET diskette is the diskette you want to copy to. Remove the source diskette from the disk drive and insert the Target diskette.

   (NOTE: It is not necessary to format a new diskette before using it as the target diskette. Diskcopy will format automatically before copying.)

   Press ENTER.

5. If your target diskette has not been formatted before, the screen will display a Formatting . . . message before it copies. After it has formatted and copied, it will repeat the message it gave you in step 4:

   ```
   Insert SOURCE Diskette in Drive A :
   Press any key when ready . . .
   ```

   Remove the target diskette from the disk drive and insert the source diskette again. Press ENTER.

6. After another Copying . . . message, the screen will repeat the message from step 5:

   ```
   Insert TARGET Diskette in Drive A :
   Press any key when ready . . .
   ```

Again, remove the source diskette from the disk drive and insert the target diskette. Press ENTER.

7. This is the last stage of the procedure. When the screen displays the message

```
Copy another diskette (Y/N)?
```

   the procedure is over; the target diskette has been made into a duplicate of the source diskette.

8. If you want to make another copy of the source diskette, type in Y. The screen will repeat the message

```
Insert SOURCE Diskette in Drive A :
Press any key when ready . . .
```

   You can repeat this procedure as many times as necessary and make as many copies of your original diskettes as you need for use in the New York City public schools. When you no longer wish to make additional copies, press N and remove the source diskette from drive A.

Diskcopy with Two Disk Drives

Copying on an IBM PC or IBM-compatible computer with two disk drives is an even easier procedure, because it doesn't require alternately removing and inserting the source and target diskettes. Follow the directions for steps 1 and 2 for a computer with one disk drive, then type in Diskcopy A: B: at step 3 and press ENTER. The screen will display this message:

```
Insert SOURCE Diskette in Drive A :
Insert TARGET Diskette in Drive B :
Press any key when ready . . .
```

Remove the DOS diskette, insert the source and target diskettes into the proper disk drives and press any key on the typewriter keyboard. The screen will display a Copying . . . message while it copies the source diskette and a formatting . . . message if the target diskette hasn't already been formatted. When the screen displays the message

```
Copy another diskette (Y/N)?
```

the procedure is over; the target diskette has been made into a duplicate of the source diskette. If you want to make another copy of the source diskette, type in Y and repeat the procedure.

E - Caring for Your Diskettes

Your computer diskettes will provide years of dependable service if you and your students handle them properly by following a few simple procedures.

1. Never handle a diskette unnecessarily. When it is necessary to touch a diskette, hold it by the corner near the label, and touch as little of its surface as possible. Under no circumstances should you ever touch the interior magnetic recording surface, either through the center of the diskette or any other opening in the diskette cover.

2. Never bend or fold a diskette.

3. Whenever possible, write out the diskette label before affixing it to the diskette. If it is necessary to write on the label after it has been affixed to the diskette, always use a felt tipped pen or marker. Never write on the diskette with a pencil or ball point pen.

4. Never attach anything to a diskette with a paper clip of any kind.

5. When a diskette is not in use, always return it to its paper envelope. Store it in a cool, safe place, away from direct sunlight, excessive heat, moisture, dust, and dirt of any kind.

6. Computer diskettes are magnetic, and any contact with other sources of magnetism can destroy the programs and files that are stored on them. Keep your diskettes away from magnets of any kind, no matter how harmless they seem to be. Magnetic desktop paper clip holders (a principal source of trouble because they aren't obvious), magnetic children's toys and so forth can damage your diskettes.

   In addition, many common electric and electronic appliances are sources of magnetism. Televisions, radios, electric lights, and even the screen of your computer monitor produce minute amounts of magnetism which can cause diskette damage. Store your diskettes away from these devices when they are not in use, and do not allow your diskettes to come into contact with them when you are using them.

7. Never attempt to clean a diskette with cloth or fluid.

8. Always write protect your important diskettes by covering the notch in the left side with tape. This will keep you from accidentally erasing or overwriting an existing program or file.

9. Finally, accidents that ruin or erase diskettes are bound to happen. Learn how to use the diskcopy and copy commands on your DOS, and, as [illegible] precaution, always make back-up copies of any diskettes you would find difficult or impossible to replace.

F - The Disk Care Disk

DISK CARE is a very short program that should be viewed by all students when first using the computer lab. Teachers may wish to use the program more than once to reinforce proper procedures for the care of disks.

It is suggested that copies of DISK CARE be kept in the computer lab, so that they will be readily available for use with all students.

To start the program, insert the Disk Operating System (DOS) diskette into disk drive A of the computer and turn the computer and the monitor on. When the screen asks for the date, press ENTER; when it asks for the time, press ENTER again. The screen will display copyright information, A> and a blinking cursor. At the cursor, type in BASICA and press enter. Be sure you type in BASICA and not simply BASIC; DISK CARE will not run on BASIC. Wait until the computer loads BASICA. When it has finished it will display additional copyright information, Ok, and the cursor. Remove the DOS diskette from disk drive A and insert the DISK CARE program diskette. Type RUN"LOADER and press ENTER. The program will start immediately.

G - For More Help

The Division of Computer Information Services maintains a Technical Assistance Center (TAC) in each of the five boroughs. These centers are equipped with a wide variety of computers, software, and, most important, experienced advisors to help you use the computers in your school more effectively and to answer any questions about computer education you may have. All New York City public school teachers are welcome to make use of TAC facilities, either by telephone or in person, at any time during the year. TACs are normally open from 9 A.M. to 5 P.M. during the school year and through all school vacations, including the summer, but daily hours can vary. Call first.

Brooklyn TAC
3000 Avenue X - Room 171A
Brooklyn, N.Y. 11235
(718) 769-2860

Manhattan TAC North
134 West 122 Street - Room 110
New York, N.Y. 10027
(212) 662-0122

Queens TAC
167-01 Gothic Drive - Room 119
Jamaica, N.Y. 11432
(718) 658-0491

Bronx TAC
1000 Teller Avenue - Room 243
Bronx, N.Y. 10456
(212) 588-0279

Manhattan TAC South
122 Amsterdam Ave. - Room 374
New York, N.Y. 10023
(212) 769-2710

Staten Island TAC
1200 Manor Road
Staten Island, N.Y. 10314
(718) 494-5042

H - Student Worksheets and Games

Computer Bingo - Instructions And Cards

Topic 1 Computers Are Everywhere

- 1.1 Welcome to Computer Land
- 1.2 Businesses
- 1.3 Banks
- 1.4 Hospitals
- 1.5 Communication
- 1.6 Supermarkets
- 1.7 Schools

Topic 2 What Computers Can Do

- 2.1 Making a List
- 2.2 Numbers
- 2.3 Letters And Words
- 2.4 Drawing And Designing
- 2.5 Are You like a Computer

Topic 3 Computer Hardware

- 3.1 The Computer As a Tool
- 3.2 My Input Parts
- 3.3 Computer Thinking
- 3.4 Memory
- 3.5 How Do I Talk?
- 3.6 My Output Parts
- 3.7 Do You Know These Computer Words?

Topic 4 Computer Software

- 4.1 Storage Devices
- 4.2 Computer Disks
- 4.3 How is the Computer a Tool?
- 4.4 Crossword Puzzle
- 4.5 Crossword Clues

Topic 5 Caring For Hardware And Software

- 5.1 Handle with Care
- 5.2-5.3 Booting Your Computer
- 5.4 Some Other Things You Should Know About Disks
- 5.5 Using the Disk Drive
- 5.6 Rules For Using a Computer Lab
- 5.7 Computer Lab Contract
- 5.8 Puzzle

Topic 6 Using PC Write

- 6.1 Preparing Your Own Disk
- 6.2 Formatting Your Own Disk
- 6.3 Which Disks Do You Need?
- 6.4 Loading Your Word Processing Program
- 6.5 Steps to Load the Program
- 6.6 Creating Your First Word Processing File
- 6.7 Saving a File
- 6.8 Computer Commands

Topic 7 The Keyboard

- 7.1 Using the Computer Keyboard
- 7.2 Letters
- 7.3 Numbers
- 7.4 Other Special Keys
- 7.5 The Computer Keyboard
- 7.6 Drawing Your Keyboard

Topic 8 Using the Arrow Keys

- 8.1 Using the Arrow Keys
- 8.2-8.4 Practicing the Arrow Keys - Activities

- Topic 9 Moving the Cursor
  - 9.1-9.2 Using the Cursor Movement Keys
  - 9.3 A Word Find
- Topic 10 More Cursor Movement Keys, Scrolling
  - 10.1-10.2 More Cursor Movement Keys
- Topic 11 Using All the Cursor Movements Keys
  - 11.1 Cursor Movement Chart
  - 11.2-11-3 Challenge Assignment
  - 11.4 Puzzle
- Topic 12 Inserting Practices
  - 12.1 Inserting Letters
  - 12.2-12.3 Inserting Practices
  - 12.4-12.5 More Inserting Practices: Other Characters
- Topic 13 Inserting Words
  - 13.1-13.2 Inserting Words - Activities
- Topic 14 Deleting Practices
  - 14.1 Using the Delete Key
  - 14.2-14.3 Activities
  - 14.4 Word Game
- Topic 15 Centering Lines
  - 15.1 Using the Centering Command
  - 15.2 Activities
- Topic 16 Getting Files From Your Disk
  - 16.1 Getting a Disk Directory
  - 16.2 Getting a File When You Know the Name
  - 16.3 Writing About Your Feelings
- Topic 17 Using Your Imagination to Write
  - 17.1 Using Your Imagination
- Topic 18 Using Word Lists to Improve Writing Quality
  - 18.1-18.3 Using Word Lists - Activities
- Topic 19 Using Your Senses to Improve Written Expression
  - 19.1-19.3 Using Your Senses - Activities
- Topic 20 Writing About Music
  - 20.1 All about Music
  - 20.2 Activities
- Topic 21 Printing a File
  - 21.1 Using the Printers in Your Computer Lab
  - 21.2 Getting a File on the Screen to Print; Printing a File
- Topic 22 Using Insert and Delete: Writing Poetry
  - 22.1-22.2 Writing and Editing Poems - Activities
- Topic 23 Using Insert and Delete: Personification in Poetry
  - 23.1-23.3 Activities
- Topic 24 Editing: Writing Nature Poems
  - 24.1 Poems about Nature
  - 24.2 Nature Poems about Seasons
- Topic 25 Moving a Block
  - 25.1 What is a Block?
  - 25.2-25.3 Using the Move Command - Activities
  - 25.4 Moving a Block
- Topic 26 Copying a Block
  - 26.1 Using the Copy Block Command
  - 26.2 Copying a block
- Topic 27 Deleting a Block
  - 27.1-27.2 Using the Delete Block Command - Activities
  - 27.3-27.4 The Delete Block Command - Practices
- Topic 28 Formatting the Screen
  - 28.1 How to Change the Layout
  - 28.2 Activities
  - 28.3-28.4 Crossword Puzzle

Topic 29 Writing Letters
  29.1 a Letter Writing Assignment
  29.2 Letter Writing Assignments
Topic 30 Writing a Story Beginning
  30.1 How Do You write the First Part of a Story?
  30.2 Activities
Topic 31 Finishing a Story
  31.1 How Do You Finish a Story?
  31.2 Story Starters
  31.3 Planning Your Story
Topic 32 Writing About New York City
  32.1 The Big Apple
  32.2-32.3 Activities
Topic 33 Creating a Class Newspaper
  33.1 Creating a Class Newspaper
Appendices
  Additional Word Processing Activities
  34.1-34-6 Activities

NOTE:

Pages following page 204 are perforated so that they may be easily removed for copying.

Computer Bingo

Play Computer Bingo with your class and reinforce what your students have learned!!

Following are different boards which can be duplicated and distributed. Make sure that each student has a different board. Small pieces of paper can be used as chips. Each student should have at least ten chips.

There are two types of calls, namely:

(1) When you describe a key's function, students should cover the corresponding item on their board, if they have it, with a chip.

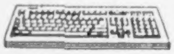
(2) When you say "keyboard," the picture of a keyboard should be covered.

Continue calling until one student wins by covering three squares in a straight line down, up or diagonally.

NOTE: Keep track of what you have called on the board so that winning cards can be verified.

Teacher Call:	Square to be Covered:
This key or keys is used for:	
Saving	F1/F3
Changing Margins	F2
Copying Blocks	F3
Deletinq Blocks	F4
Moving Blocks	F6
Reformatting	F7
Centering	Shift/F8
Printing	F1/F7/F10/F10
This key gives you the editing screen to begin:	F9
When you see this on the screen, the computer is waiting for you to give it a command:	A>
Before you name a file you type this:	ED B:

Keyboard



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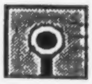

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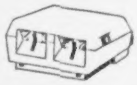

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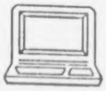

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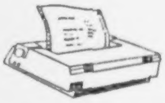
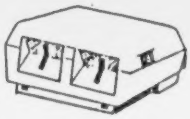
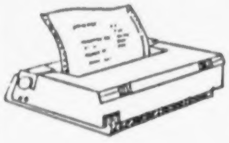
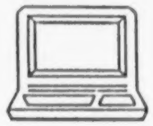
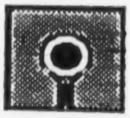
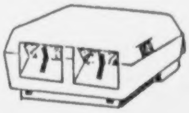
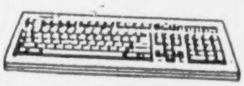
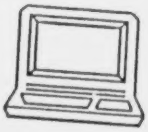
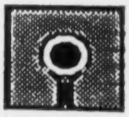


F6	A>	
		ED B:
F1/F3	F2	

Shift/F8		F1/F3
	F6	
F3		F1/F7/ F10/F10

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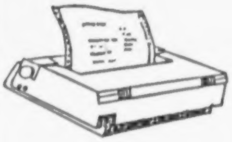
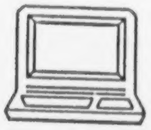
F6		F9
F1/F3		ED B:

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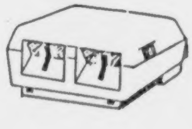
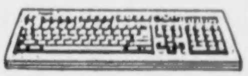
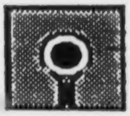
F1/F7/ F10/F10		A>
	F9	

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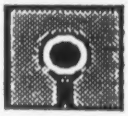
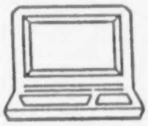
	Shift/F8	
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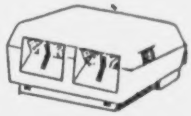
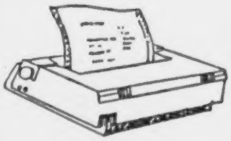
F7		F3
	Shift/F8	A>
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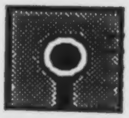
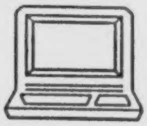
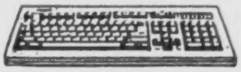
A>		F6
	F4	F1/F3

F1/F7/ F10/F10		F9
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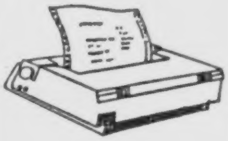
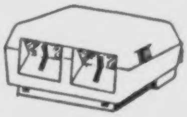
	F4	

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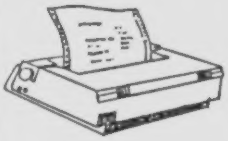
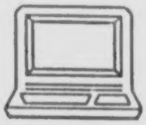
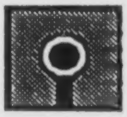
	ED B:	F1/F7/F10/F10
F7		F3

F9		ED B:
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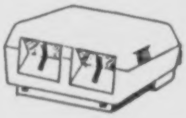	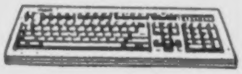	F6

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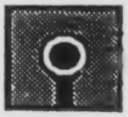
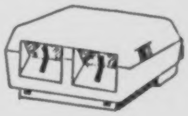
	F1/F7/ F10/F10	
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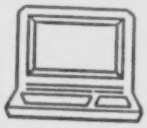
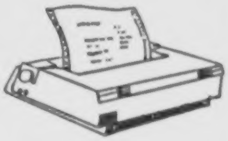
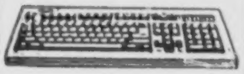
A>		ED B:
	F1/F7/ F10/F10	

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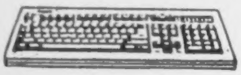
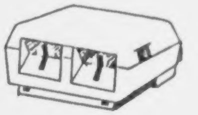
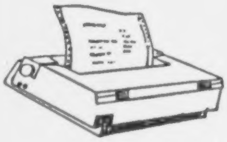
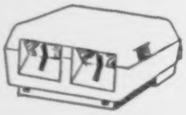
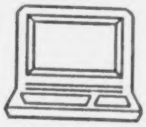
		F7
F6		F4

	Shift/F8	
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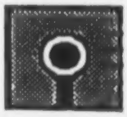
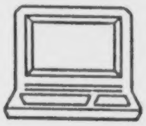
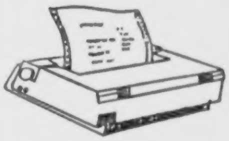
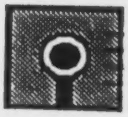
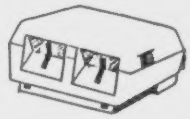
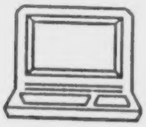
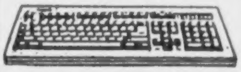
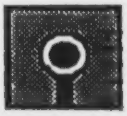
A>	ED B:	

	F3	F2
F6		F1/F7/ F10/F10
	F4	Shift/F8

	F2	F1/F3
F7		F6
		Shift/F8

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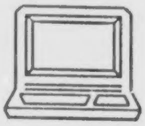
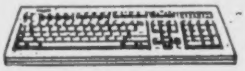
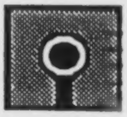
	Shift/F8	F3
ED B:		

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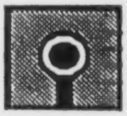
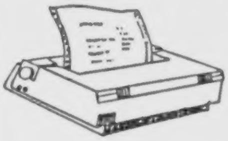
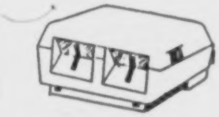
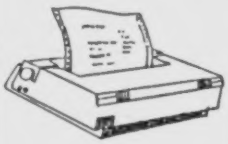
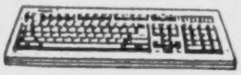
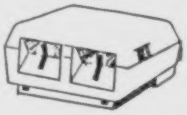
	F6	
F1/F7/ F10/F10		ED B:

F7	F2	F9
	F1/F7/F10/F10	Shift/F8
	F1/F3	

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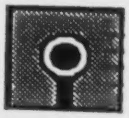
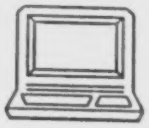
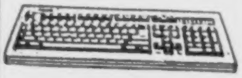
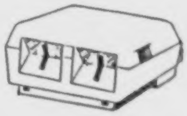
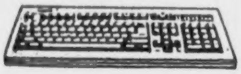
	Shift/F8	
		F6

F4		ED B:
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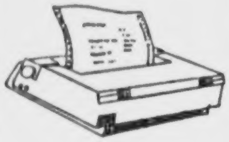
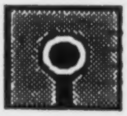
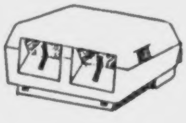
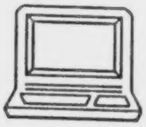
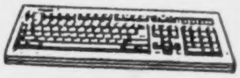
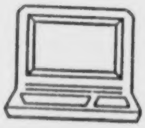
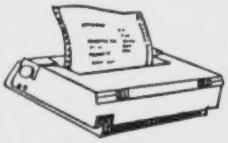
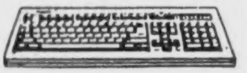
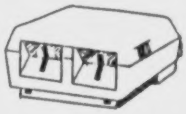
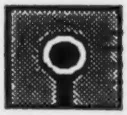
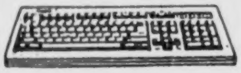
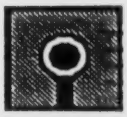
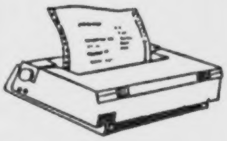
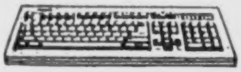
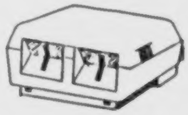
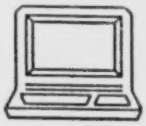
	F6	

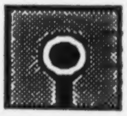
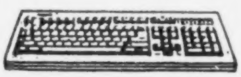
	F3	A>
	F4	F9
ED B:		F1/F7/F10/F10

Shift/F8	F4	F6
		F2
A>		F9

F9		F7
	F1/F7/F10/F10	F1/F3
ED B:	F3	F2

F3	Shift/F8	
F4		F1/F3
	ED B:	F6

A>		F2
		F7
F9	F1/F7/ F10/F10	Shift/F8

Shift/F8		F9
F7		F6
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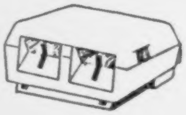
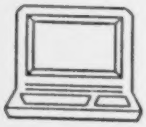
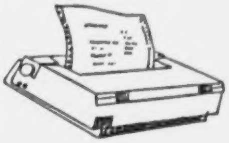
	F4	F2
	F1/F3	
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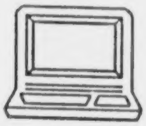
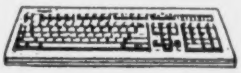
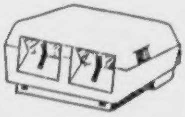
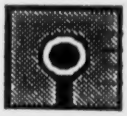
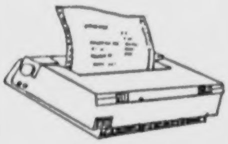
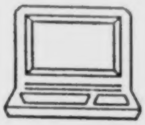
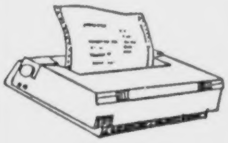
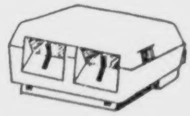
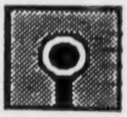
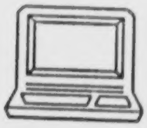
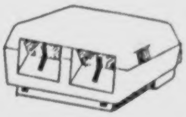
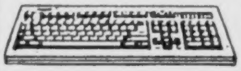
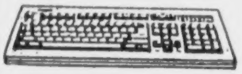
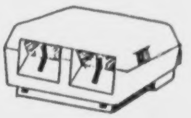
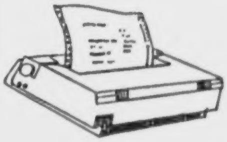
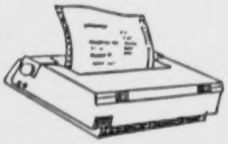
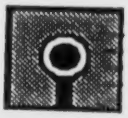
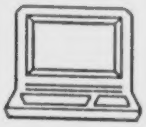
F6		F3
Shift/F8		A>
F7	F1/F7/ F10/F10	F2

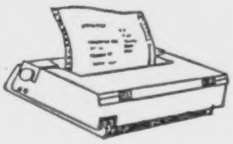
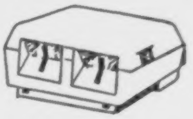
F2		F3
	ED B:	
F6		F7

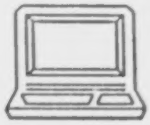
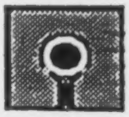
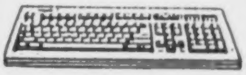
F6	F7	F9
	F2	Shift/F8
	F1/F7/ F10/F10	F1/F3

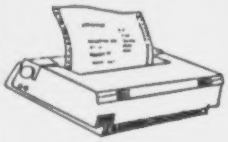
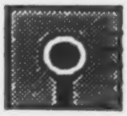
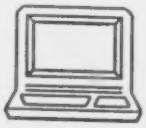
		F4
ED B:	A>	
	F9	Shift/F8

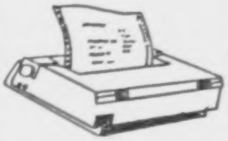
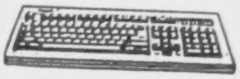
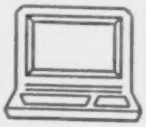
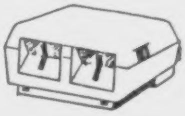
F9		
F2	Shift/F8	F1/F3
A>		F3

	F1/F3	F6
A>		
F7	F1/F7/ F10/F10	F9

F2	F3	F1/F7/ F10/F10
F9		F1/F3
Shift/F8		F7

ED B:		F6
	A>	F4
F1/F7/ F10/F10		F3

F1/F3	F9	Shift/F8
	ED B:	F4
		F3

ED B:	F7	
F4		
	F3	F9

TOPIC 1 - COMPUTERS ARE EVERYWHERE

Name ______________________________ Date ________________

Welcome to Computer Land!

LIBRA
MOVIE

Hi! I am a computer. I am a machine that helps all kinds of people. I have made it possible for you to feel closer to all the people in the world. I can help you talk to people in Japan, France, and Brazil. I can even help astronauts take pictures of the earth and show them to you on television. This activity will show you some of the places where computers are used.

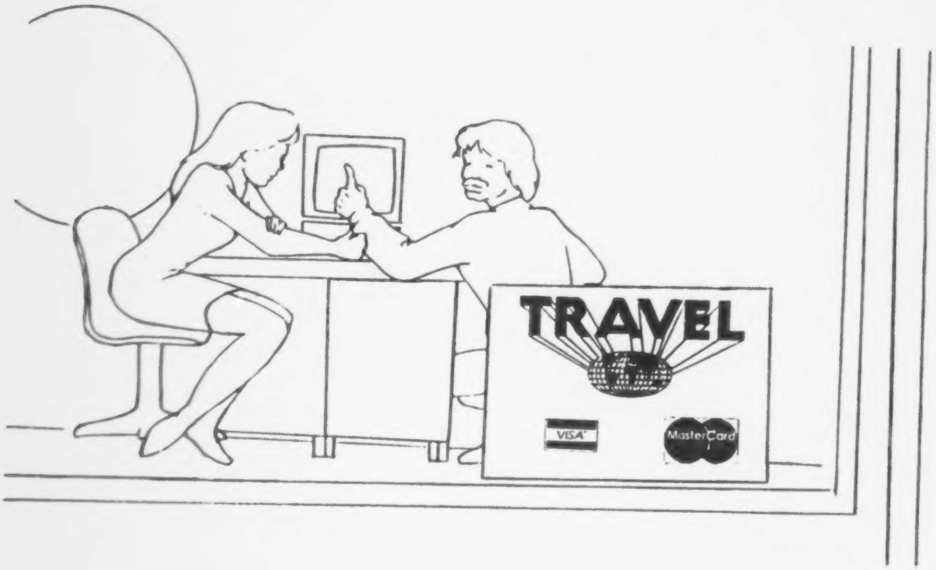
I know you like learning new things, so try to have fun as you learn in this book about how to use computers.

1.2

Name ______________________________ Date ______________

BUSINESSES

I am used in big and little businesses. A business is a place that makes or sells things. If someone turned all the computers off, many businesses would have to close.



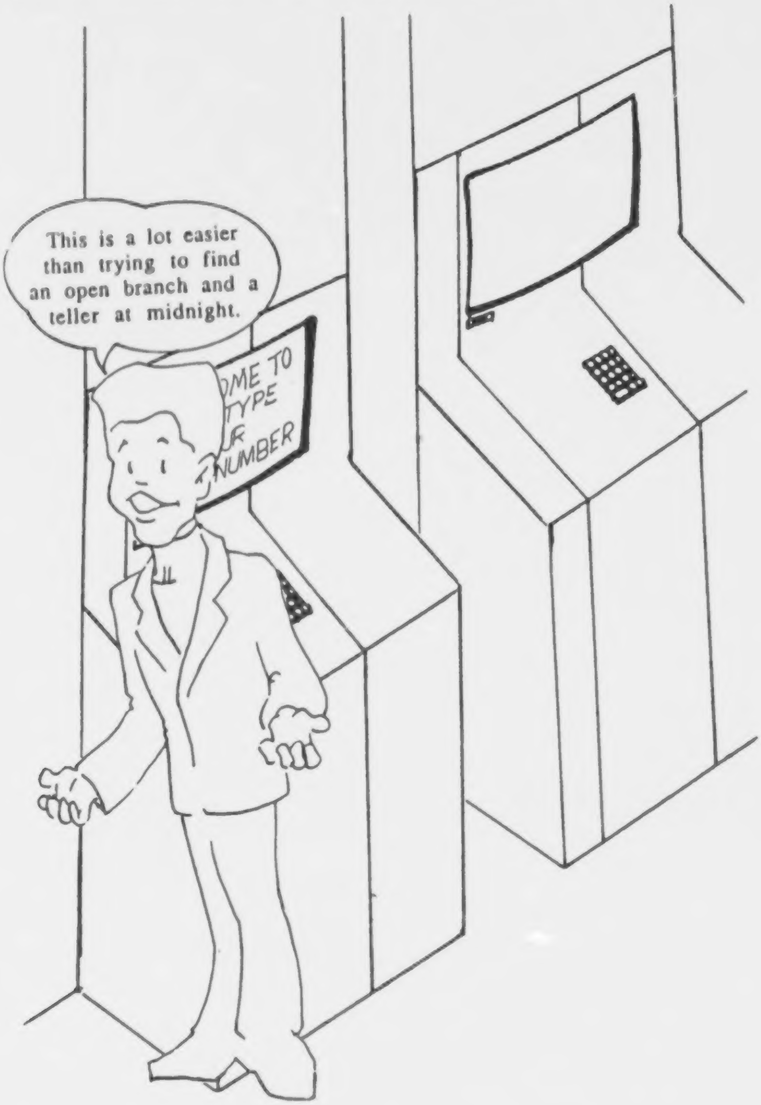
Name five stores you shop in. Next to the name of the business, write YES if you think they use computers. Write NO if you think they do not.

BUSINESS	YES or NO

Name ______________________________ Date ____________________

BANKS

Many people do all their banking using me. They don't have to wait in long lines. THey can get money in the middle of the night.


This is a lot easier than trying to find an open branch and a teller at midnight.
OME TO
TYPE
UR
NUMBER

What is happening in this picture? ______________________________

____

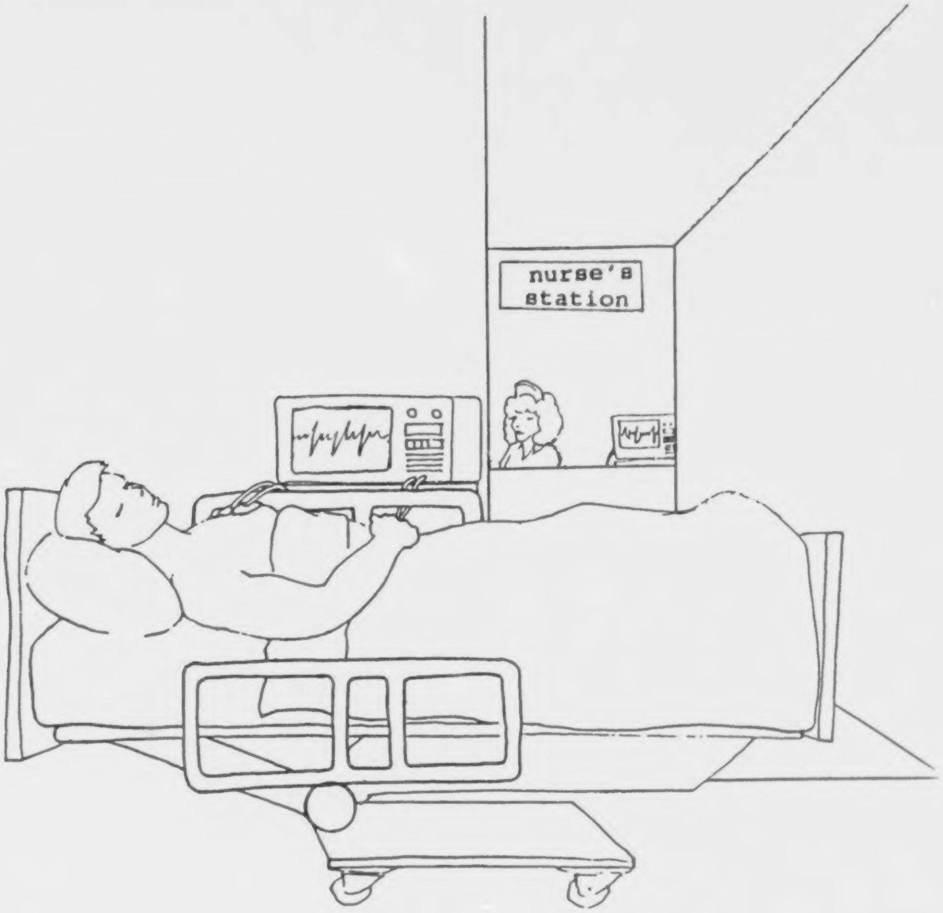
Does your family use a computer for banking? ____________________

How? ____

Name ______________________________ Date ____________________

HOSPITALS

I can tell doctors and nurses what's wrong with people. I help the hospital workers keep track of all the records. I can even help find new cures for diseases.



What is happening in this picture? ______________________________

____

Name three ways you think people who work in hospitals use computers.

____

____

____

What hospital were you born in? ______________________________

Name ______________________________ Date ________________

COMMUNICATION

Communication is sending messages or pictures from one place to another. I can be found in telephones, radios, and televisions. I can show you the Olympics on your TV even when it is taking place many thousands of miles away. I do this by using something called a satellite. A satellite circles around the earth and sends radio and TV signals. It is controlled by computer.

What is communication? ______________________________

What is a satellite? ______________________________

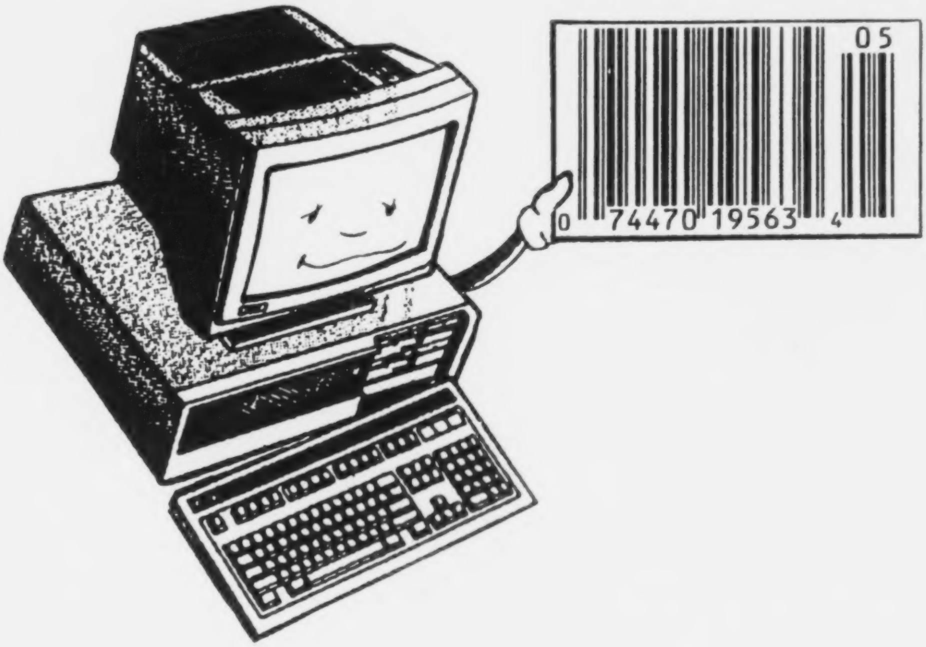
Did you ever see the Olympics on your television? ________________

Where was it being held? ______________________________

Name ______________________________ Date ______________

SUPERMARKETS

I help the people who work in supermarkets. Everything they sell has my special bar code called a UPC code. With this code, I can help the owner of the supermarket keep track of everything that is sold. This helps decide how much should be ordered.



What is a UPC code? ______________________________

What is a UPC code used for? ______________________________

What supermarket does your family shop in? ______________________________

How have you seen computers being used in supermarkets? ______________________________

____

Name ____________________ Date ____________

HOW ARE COMPUTERS USED IN YOUR SCHOOL?

After investigating how computers are used in your school, draw a picture in the space above of one way you learned computers are used. On the lines below make a list of computer uses in your school.

____

____

____

____

____

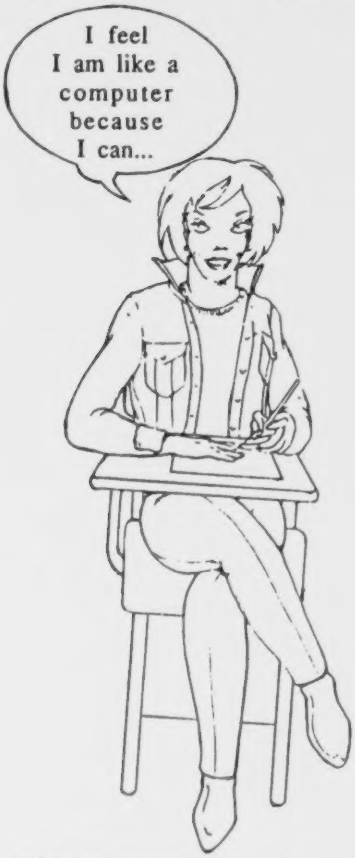
____

TOPIC 2: WHAT CAN COMPUTERS DO?

Name ______________________________ Date ______________

CAN YOU HELP THIS PERSON MAKE A LIST?

Do you think you are like a computer? Think about it.


I feel I am like a computer because I can...

The person you see in this picture is having problems thinking of how a person is like a computer. Try to help by making a list on the lines below.

These are ways I am like a computer:

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

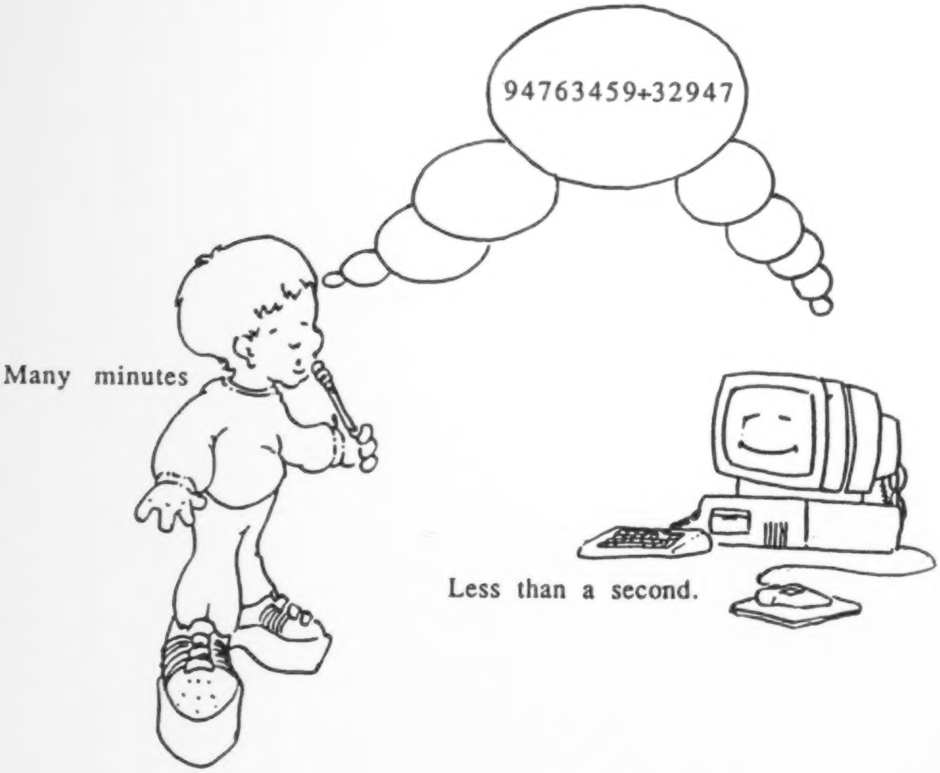
5. ______________________________

2.2

Name ______________________________ Date ____________________

NUMBERS

I can also read and remember numbers. I can even remember all the phone numbers of everyone in New York City. I can figure out how many $.50 sodas I can buy for $23.40.


94763459+32947
Many minutes
Less than a second.

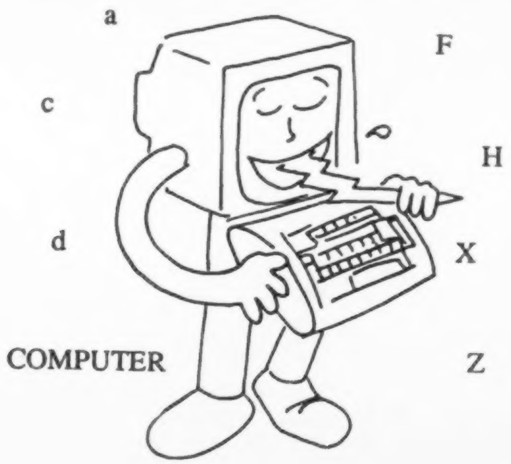
1. Write down the longest number you can read. ____________________
2. How many $.50 sodas can you buy for $23.40? ____________________
3. Write down five telephone numbers you know. Next to the number write the person's name.

TELEPHONE NUMBER	NAME

Name ______________________________ Date ______________

LETTERS AND WORDS

I can read letters and words. I use them to do my job. I can even put hundreds of word in alphabetical or ABC order in a few seconds.



Write down the ten hardest words you can read.

__________ __________ __________ __________ __________

__________ __________ __________ __________ __________

Write the longest sentence you can think of about computers. You will read it to the class.

____

____

On a separate piece of paper, put these words in ABC order. Your teacher will time you to see how long it takes.

zebra
gorilla
mosquito
snake
ant

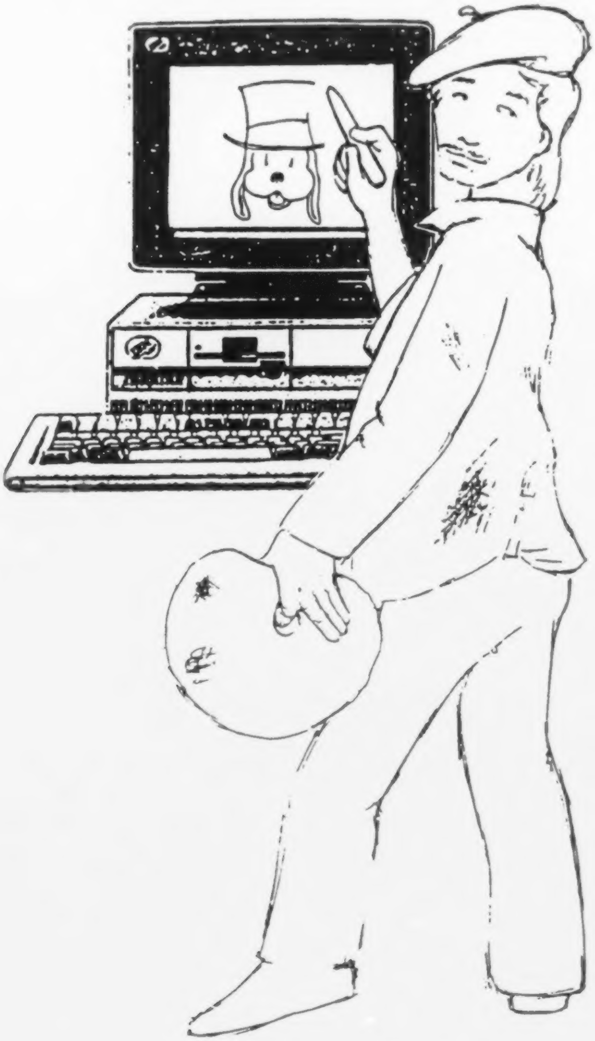
horse
turtle
bear
lion
cat

dog
eagle
frog
fly
jaguar

Name ______________________________ Date ____________________

DRAWING AND DESIGNING

I can draw. I help artists and sculptors with their work. I can even help people design new cars, bridges, skyscrapers, airplanes and spaceships. If people give me specific details, I can use the information to design things. I can't design on my own.



DRAWING ASSIGNMENT

IMAGINE THAT YOU ARE A COMPUTER HELPING TO DESIGN A NEW INVENTION. DRAW IT ON A PIECE OF DRAWING PAPER. MAKE UP A NAME FOR IT. SHOW IT TO THE CLASS AND HAVE THEM GUESS WHAT IT IS USED FOR.

Name ______________________________ Date ______________

ARE YOU LIKE A COMPUTER?

1. Computers are fast. They can do a million math problems in a few seconds. How many math problems can you do in a few seconds? __________

2. *Computers can remember everything they are told. Do you remember* everything you have ever been told? ______________________________

3. Computers never make mistakes. Do you? ______________________________

4. Computers can work 24 hours a day. How many hours a day can you work?
____

5. Computers can put 500 names in ABC order in a few minutes. How many names can you put in ABC order in a few minutes? ______________

6. Can computers make up new ideas? __________ Can you? __________

7. Do computers feel happy, or sad, or angry? ________ Do you? ________

8. Do computers ever get sick and stop working? ______ Do you? ______

****

Write three ways you are like a computer.

____

____

____

Write three ways you and a computer are different?

____

____

____

If you could have a computer do everything for you, what are some of the things you would have it do?

____

____

____

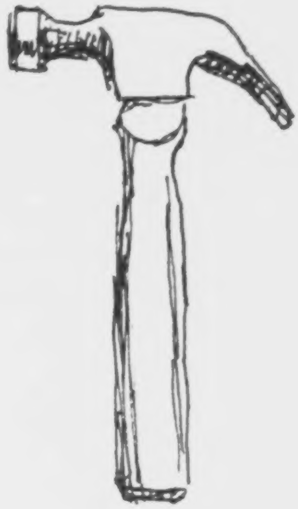
____

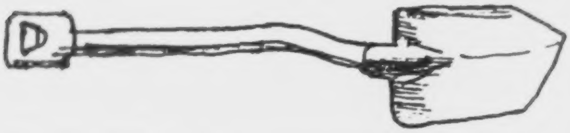
TOPIC 3 - COMPUTER HARDWARE

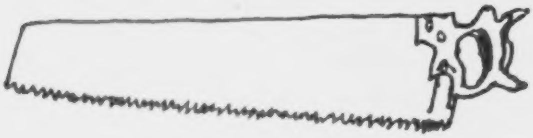
Name ______________________________ Date ______________

THE COMPUTER AS A TOOL

Hi I'm your new tool. A tool is a machine that helps a person work better and faster. You will soon see how I can be your favorite tool. These are some other tools you might have used:







What are the names of the tools?

__________ __________ __________ __________

In this activity, you will learn about my machine parts called hardware. You will learn how data is put into the computer and what the computer does with it. Data includes words, numbers and instructions you type. When you put all my parts together, I become a very special tool.

What is hardware? ______________________________

What is software? ______________________________

What is data? ______________________________

Write these four new words:

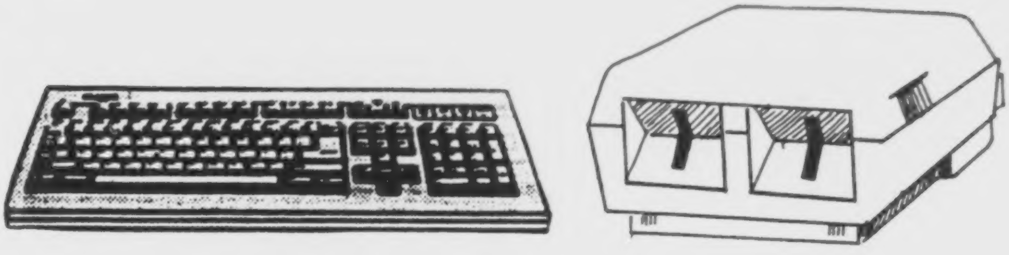
hardware - ___ ___ ___ ___ ___ ___ ___ ___ data - ___ ___ ___ ___

software - ___ ___ ___ ___ ___ ___ ___ ___ disk - ___ ___ ___ ___

Name ______________________________ Date ______________

MY INPUT PARTS

This is my keyboard and disk drive.



Think about how you learn. You put new information into your brain through your five senses. What are they?

__________ __________ __________ __________ __________

Your five senses input messages into your brain. I receive my input from a keyboard and a disk drive. They are called input parts. My keyboard looks like a typewriter. When you type on me, you are putting the words, numbers and instructions called data into me. My disk drive reads a disk. After it is finished reading, the information is inside me.

What is the keyboard used for? ______________________________

What is a disk drive used for? ______________________________

Write the three new words:

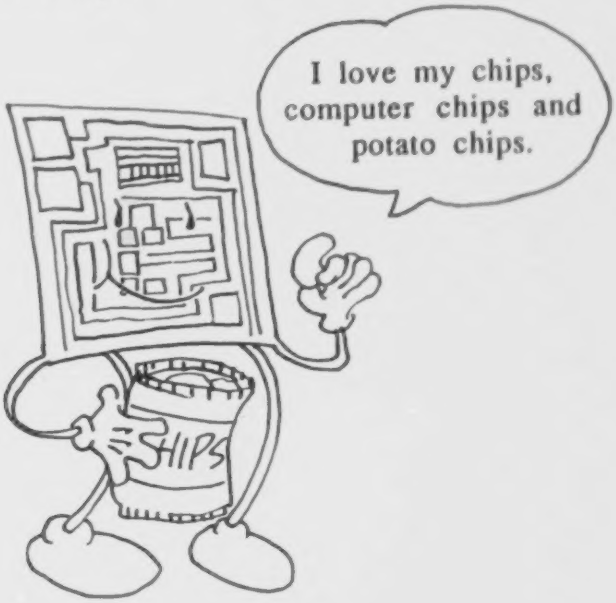
keyboard - __ __ __ __ __ __ __ __ input - __ __ __ __ __

disk drive - __ __ __ __ __ __ __ __ __

Name ______________________________ Date ____________

COMPUTER THINKING

My brain which does all my thinking and decision making, is called a CPU. It is found on a microchip.


I love my chips, computer chips and potato chips.
CHIPS

After you have gathered new information through your five senses, where do you send it?

____

What do you do with it? ______________________________

A computer also does its thinking in its brain. My brain is called a CPU. It means Central Processing Unit. You can call it by the nickname CPU. When I think, I decide on the action I want to take. I am similar to you in that way. I have my CPU on a tiny square called a microchip. Without my microchip, I can't do a thing.

What is the job of the CPU? ______________________________

What is a microchip? ______________________________

Write these two new words:

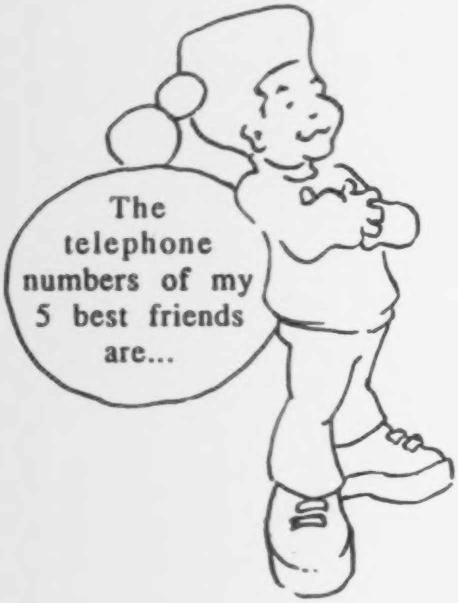
CPU - ___ ___ ___ microchip - ___ ___ ___ ___ ___ ___ ___ ___ ___

3.4

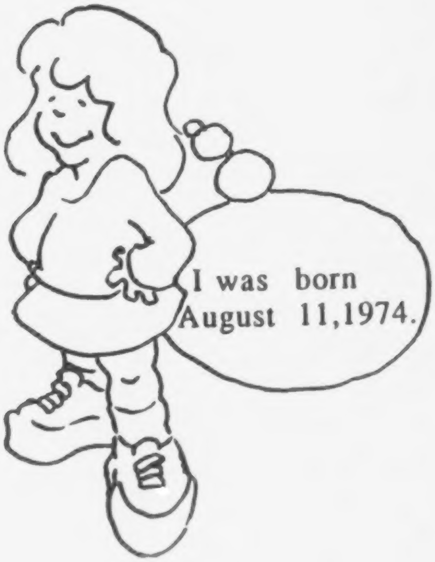
Name ______________________________ Date ______________

MEMORY

Like you, I have two kinds of memory. One is temporary and the other is permanent.


The telephone numbers of my 5 best friends are...

Temporary memory


I was born August 11,1974.

Permanent memory

Name something in your temporary memory. ______________________

Name something in your permanent memory. ______________________

My memory is where all the numbers, words and instructions are stored. The memory that is put into me in the factory is called the permanent memory or ROM. My temporary memory includes the new things you put into me. It is called my RAM. If you turn me off without saving, the RAM will be erased. I have a great memory because I never forget.

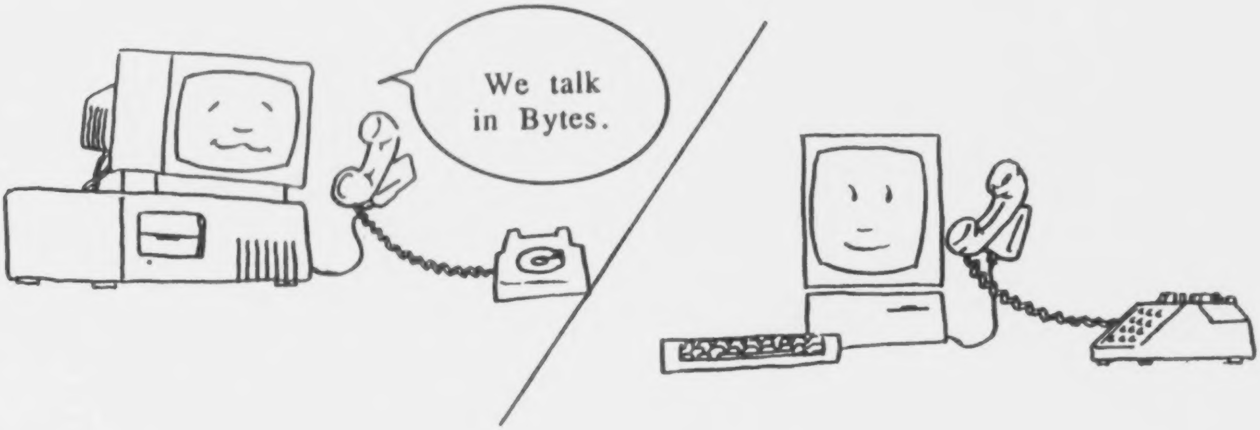
What is the ROM? ______________________________________

What is the RAM? ______________________________________

Name ______________________________ Date ______________

HOW DO I TALK?

Unlike you, I talk in bytes and measure my memory in K's.


We talk in Bytes.

The memory locations in the computer's memory are called bytes. Each byte is made up of eight bits. One byte might look like this:

It is important to know how many bytes your computer has.
Your computer might have 64K, 128K, 256K, or more.

What is a byte? ______________________________

How do computers measure their memory? ______________________________

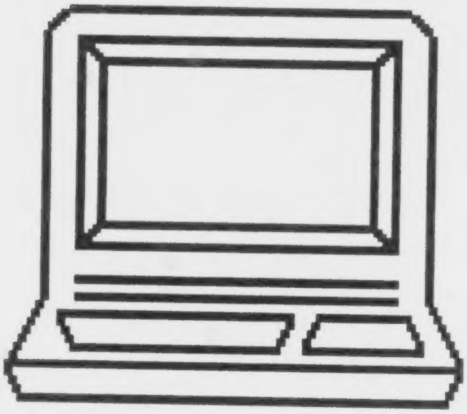
How many K's does your computer have? ______________________________

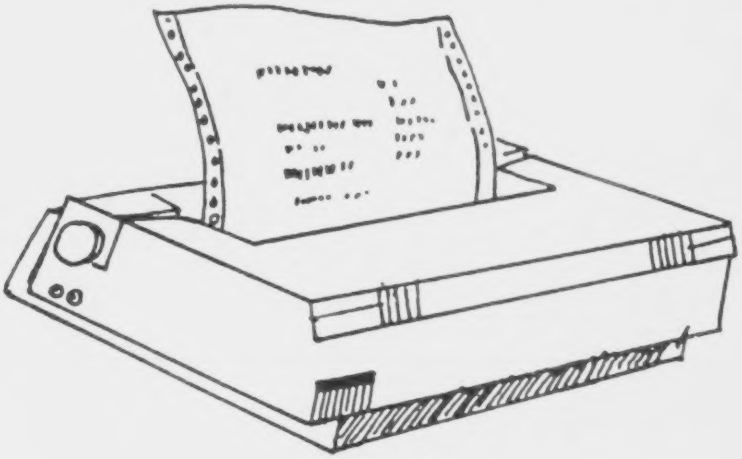
Write this new word: byte - ___ ___ ___ ___

Name ______________________________ Date ________________

MY OUTPUT PARTS

This is my monitor and my printer.





What do you do when you are asked a question? ______________________

The actions or words that you express are called output. A computer is the same. After information has been put in by the keyboard and disk drive, it is processed by the CPU. Finally, it is displayed as output. You can see the output on the monitor. You can also see the printer's output on paper. There are new talking computers that output by talking. Did a computer ever talk to you? A computer doesn't think and feel as we do. It merely processes information by following human instructions.

What is the job of the monitor? ______________________________

What is the job of the printer? ______________________________

Write these new words:

monitor - ___ ___ ___ ___ ___ ___ ___ output - ___ ___ ___ ___ ___ ___

printer - ___ ___ ___ ___ ___ ___ ___

Name ______________________________ Date ______________

DO YOU KNOW THESE COMPUTER WORDS?

data
printer
hardware
keyboard
disk drive
monitor
memory
CPU
bytes

1. The ___ ___ ___ ___ ___ ___ ___ is where you see letters and numbers. It is also called the screen.

2. The ___ ___ ___ ___ ___ ___ ___ ___ ___ reads the disk and is used to save your work.

3. The ___ ___ ___ ___ ___ ___ ___ ___ looks like a typewriter and is used to put data into the computer.

4. The ___ ___ ___ ___ ___ ___ ___ lets you make a copy of your work on paper.

5. The ___ ___ ___ is the brain of the computer. It does all the thinking work.

6. The ___ ___ ___ ___ ___ ___ ___ ___ includes the keyboard, printer, monitor, disk drive, and CPU.

7. The ___ ___ ___ ___ ___ ___ is where all the information is stored. It is either temporary or permanent.

8. Computers talk in ___ ___ ___ ___ ___.

9. The ___ ___ ___ ___ is the words, numbers and instructions put into the computer.

****

ABC ORDER

Put the 9 computer words on top of the page in ABC order.

1. ______________ 4. ______________ 7. ______________

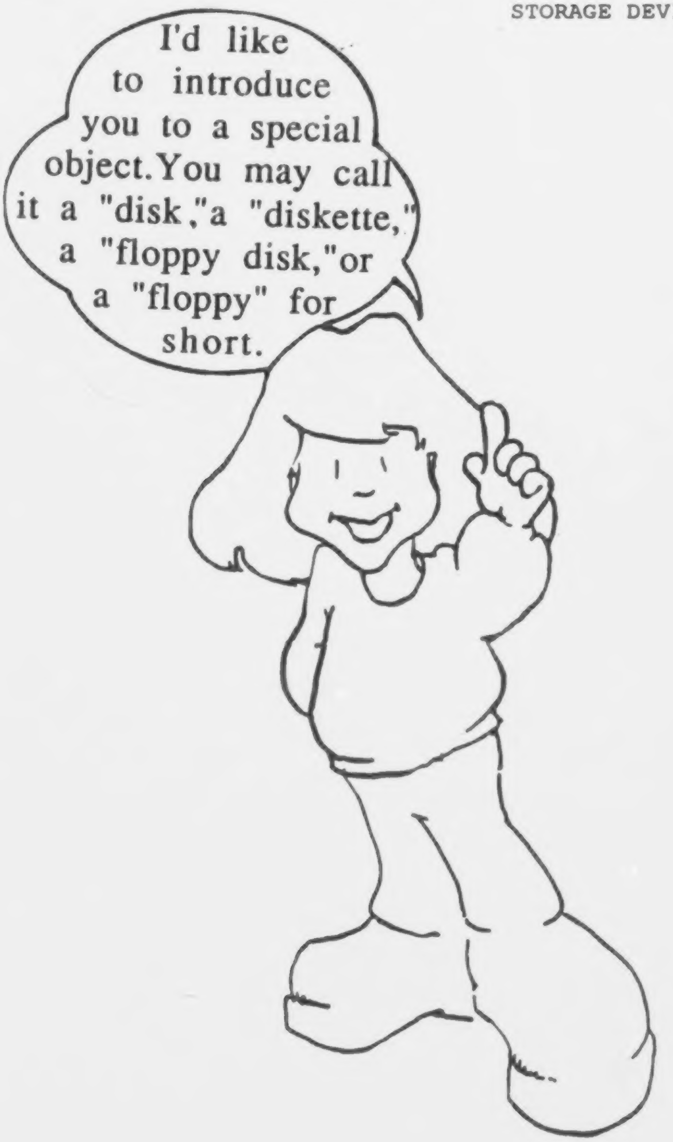
2. ______________ 5. ______________ 8. ______________

3. ______________ 6. ______________ 9. ______________

Topic 4 - Computer Software

Name ______________________________ Date ______________

STORAGE DEVICES


I'd like to introduce you to a special object. You may call it a "disk," a "diskette," a "floppy disk," or a "floppy" for short.

Computer software is used to store programs. What are four different words for the storage devices? The girl in the picture is giving you a big hint.

______________________________ ______________________________

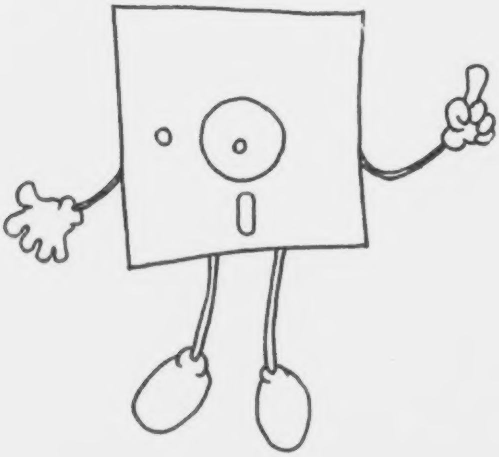
______________________________ ______________________________

4.2

Name ______________________________ Date ________________

COMPUTER DISKS

Hi! I'm a disk.



Software is a set of directions that is found on a disk. Disks help put information into me. They are also used to save your work. There are many different types of disks. You will be using a program disk for word processing. You will be using a data disk to save your work.

What is software? ____

What are the two jobs of disks? ____________________________

____

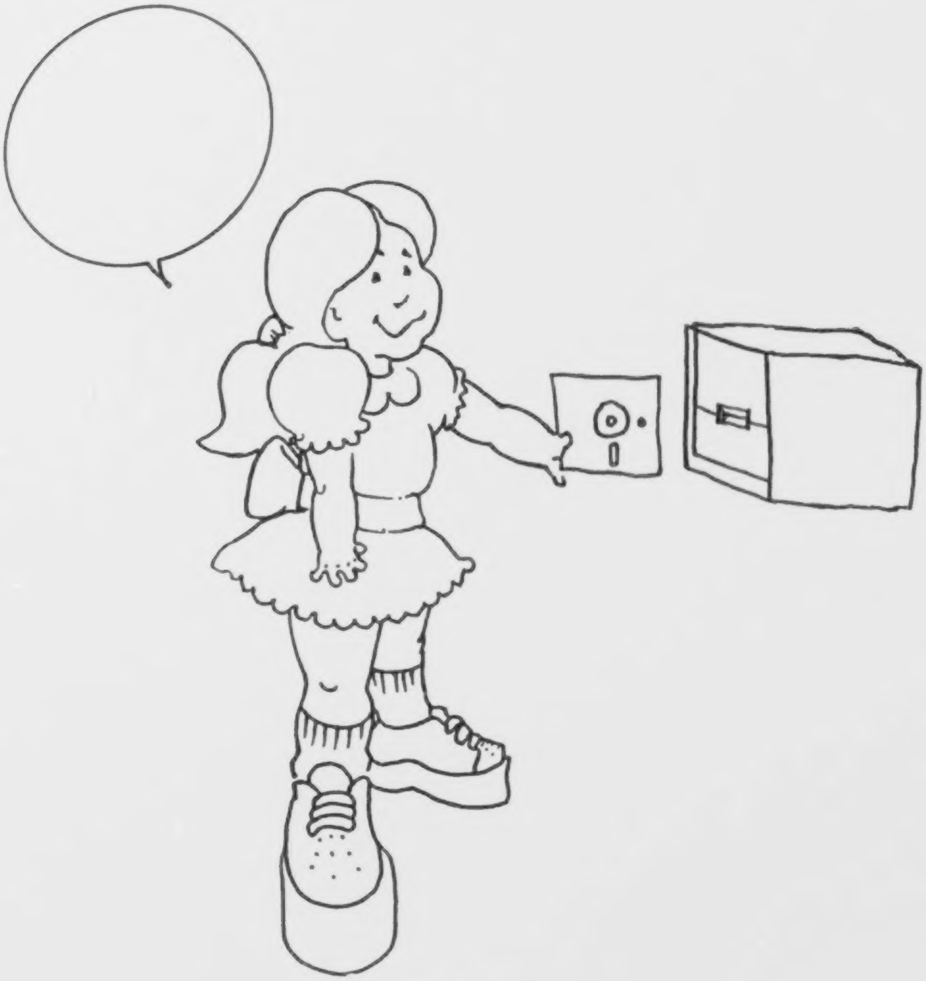
Write these new words:

software - ___ ___ ___ ___ ___ ___ ___ ___

program - ___ ___ ___ ___ ___ ___ ___

Name ______________________________ Date ____________________

HOW IS THE COMPUTER A TOOL?



Look at the picture. The girl is about to use the computer as a tool. Write what the girl will say as she inserts the disk. Write the words in the bubble above her head.

Write two sentences explaining how the computer is used as a tool by different people.

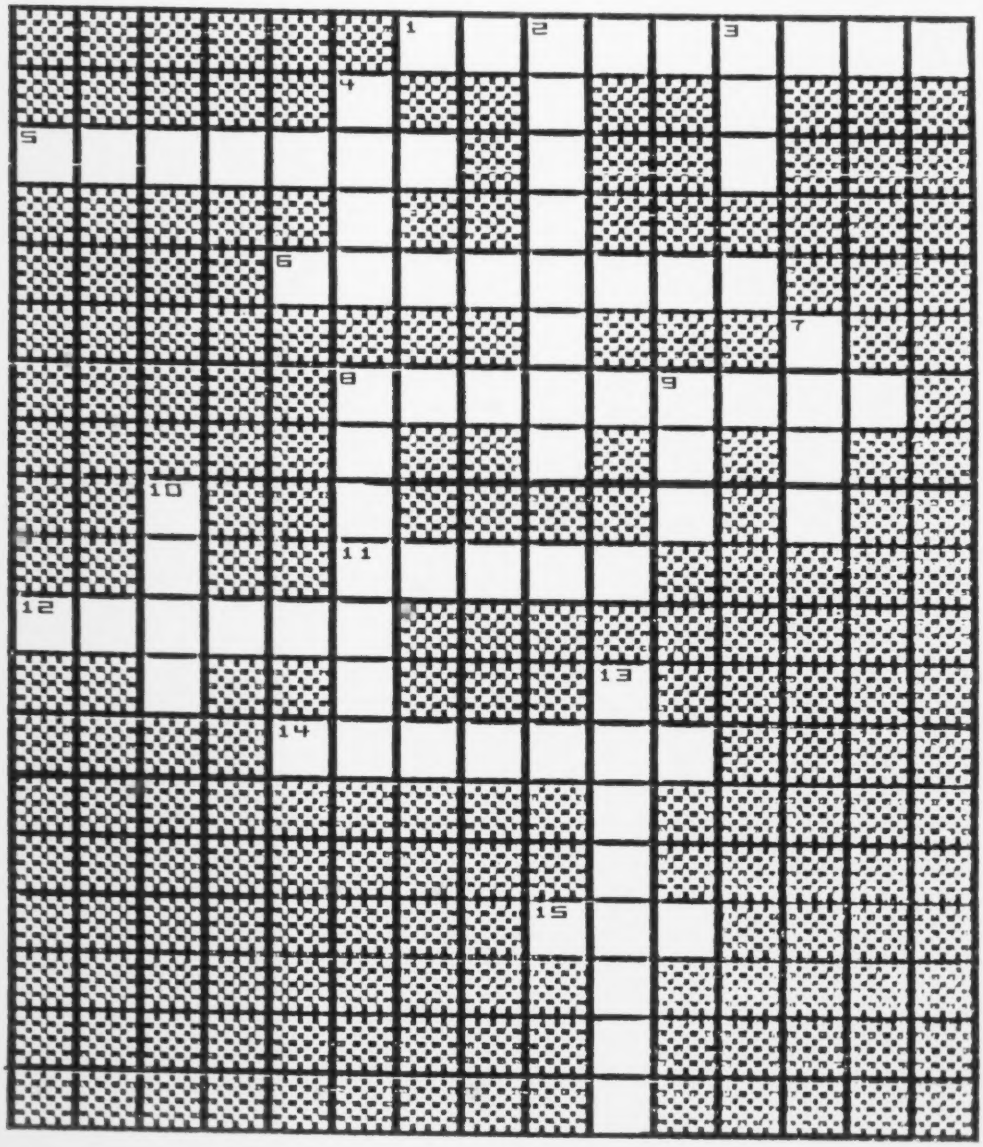
____

____

4.4

Name ______________________________ Date ______________

GOOD LUCK ON THIS CROSSWORD PUZZLE


1
2
3
4
5
6
7
8
9
10
11
12
13
14
15

The clues and word list are on the next page.

Name ______________________________ Date ____________________

ACROSS CLUES

1. hardware device that reads the disk
5. instructions for computer to use
6. the machine parts of the computer
8. the tiny square that contains the CPU
11. putting information into a computer with the keyboard or disk drive
12. the results after the CPU has worked on information
14. the hardware part that makes a paper copy
15. the permanent memory that is put in the computer in the factory

DOWN CLUES

2. the instructions on the disks
3. the temporary memory that is lost when the computer is turned off
4. the words, numbers, or instructions
7. the device that holds computer instructions and files
8. the screen that shows what is typed
9. the brain of the computer that works on the input
10. an 8 digit number that is used in the computer's language and is the computer's way of talking
13. looks like a typewriter and inputs information into the machine

WORD LIST:

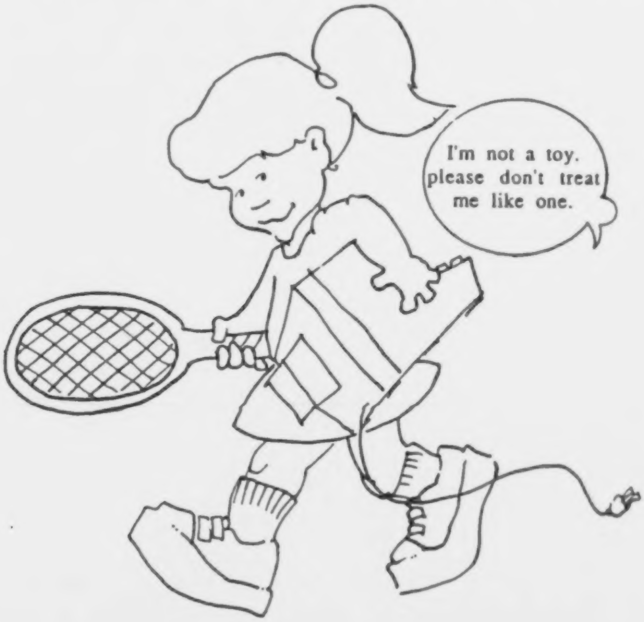
BYTE
PRINTER
DISK
ROM
INPUT
DATA
OUTPUT
PROGRAM
MICROCHIP
SOFTWARE
CPU
RAM
HARDWARE
KEYBOARD
DISKDRIVE
MONITOR

TOPIC 5 - CARING FOR HARDWARE AND SOFTWARE

Name ______________________________ Date ________________

HANDLE WITH CARE

Computers are complicated machines. You can play games on them, but they are not toys. Disks must also be treated right. Whether it be a program or the work you saved, if you destroy the contents on a disk, you will more than likely be upset.


I'm not a toy. please don't treat me like one.

What is happening in this picture? ______________________________

____

____

____

Describe correct behavior in a computer lab:

____

____

____

____

____

Name ____ Date ____________________

BOOTING YOUR COMPUTER

Booting means starting, not kicking.

You will finally boot your computer. What do you think booting means?

____

Before you boot it, read these things you should know about disks:

1. Do not touch the shiny part.
2. Never bend a disk.
3. Use a felt tipped pen when you write on the label.
4. Always place the disk back in the envelope
5. When you hold a disk, place your thumb on the label.

As you follow these directions, demonstrate to your teacher that you can do all the steps correctly.

1. Find the disk drive.
   How many drives does your computer have? ______________________________
   If you have two drives, the main drive is the A drive and the other one is the B drive. The main drive is always used for the program disk. The B drive is always used for the saving disk.

Name ______________________ Date ____________

What is the A drive used for? ____________________
What is the B drive used for? ____________________

2. Make sure the disk is top side up and your thumb is on the label. Slip the disk into the A drive and carefully close the latch. Make sure you do not turn it too far or that you do not snap it. Always use a gentle touch when you open and close the latch on the drive door.

How should you hold a disk? ____________________

____

What should you remember when you open or close the latch? ____________

____

3. Find the switches for the monitor and the CPU. Turn them on. Always place the disk in the drive before you turn on the computer. Turn on both switches.

Which do you do first? (circle the right answer)

1. turn the computer on   2. put the disk in

4. Watch and listen as the computer starts reading the disk.

What do you see? ____________________

What do you hear? ____________________

5. When you see the program's name, you have booted your computer.

6. What program are you using? ____________________

****

DO YOU KNOW HOW TO BOOT A COMPUTER?

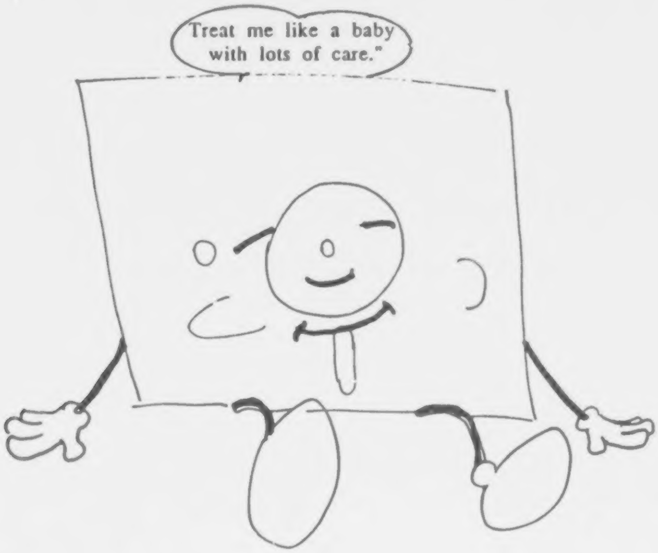
Write down five things to remember when booting a computer.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

5.4

Name ______________________________ Date ____________________

SOME OTHER THINGS YOU SHOULD KNOW ABOUT DISKS


"Treat me like a baby with lots of care."

1. Remove the disk from the disk drive. Look at it carefully. Do not touch the shiny part. Practice putting the disk in the disk drive and carefully closing the door. Take it out again and place it in the envelope with the shiny part down and the label facing out. How do you put a disk in the envelope?

   ____

2. Read these statements about where disks can be stored. Write TRUE or FALSE.

__________ 1. Disks can be stored in a storage box.

__________ 2. Disks can be stored in the freezer.

__________ 3. Disks can be stored in a very hot car.

__________ 4. Disks can be stored in an envelope.

Name ______________________________ Date ______________

USING THE DISK DRIVE

1. Never place anything but a disk in the disk drive. Computer hardware and repair are very expensive.
2. Never open the drive door when the red light is on.

****

DRAW A PICTURE OF A DISK. TRY TO INCLUDE EVERYTHING.

****

TRUE OR FALSE

__________ 1. It is OK to stick a pencil in the disk drive.

__________ 2. Magnets can ruin disks.

__________ 3. Always open the drive door when the red light is on.

__________ 4. Hold the disk only by the shiny part.

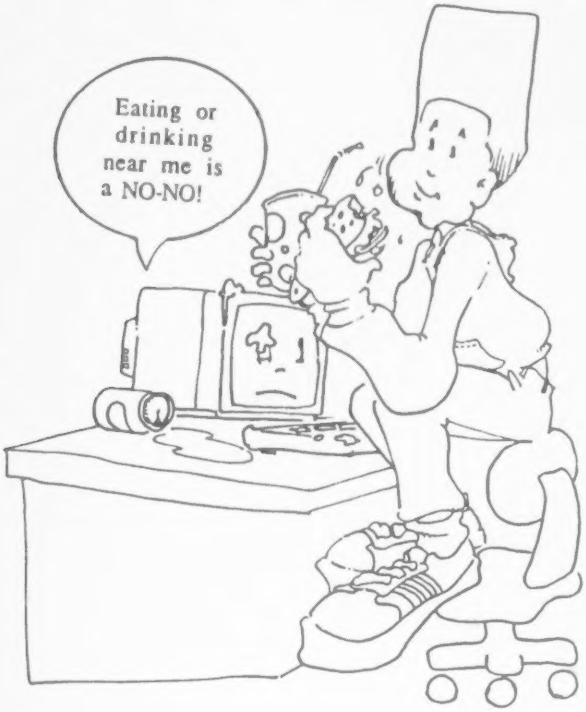
Name ______________________________ Date ______________

RULES FOR USING A COMPUTER LAB

What happens if you get crumbs in your tape player or spill soda into your TV?

____

Computers are no different. They will not work if you do not treat them with care. Also, do not touch the cords, screws, plugs or cables unless told to do so.


Eating or drinking near me is a NO-NO!

Discuss some of the problems you see in this picture. What are some things this person could do to change his behavior? ______________________

____

____

Name ______________________________ Date ______________

COMPUTER LAB CONTRACT

PART I. While I am in the computer lab, these are my responsibilities:

1. I will listen to my teacher.
2. I will get along with my classmates.

PART II. While I am in the computer lab, I will follow these routines:

1. I will sit in my seat.
2. I will place my books in the correct place.
3. I will arrive on time ready to work.
4. I will wait for the teacher's instructions before beginning my work.

PART III. While I am in the lab, I will follow these rules:

1. I will not eat, drink, or chew gum.
2. I will not remove the disks unless the teacher tells me to.
3. I will not leave my seat without permission.
4. I will not run.
5. I will handle the disks and computer in the correct way.
6. I will not touch plugs, cords, cables or screws.
7. I will not place anything in the disk drives other than disks.

I have read this contract. I agree to follow the rules and live up to my responsibilities in this computer lab.

____
Student's signature

____
Date

Name ______________________________ Date ______________

HOW FAST CAN YOU SOLVE THE PUZZLE?

USE THIS CODE TO SOLVE THE WORD PUZZLE BELOW:

1	2	3	4	5	6	7	8	9	10	11	12	13
A	B	C	D	E	F	G	H	I	J	K	L	M
14	15	16	17	18	19	20	21	22	23	24	25	26
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

****

4 15   14 15 20   20 18 5 1 20

25 15 21 18   3 15 13 16 21 20 5 18

1 14 4   4 9 19 11 19   12 9 11 5

20 15 25 19

TOPIC 6 - USING PC-WRITE

FILENAME = ME

Name ______________________________ Date ____________________

PREPARING YOUR OWN DISK

"Disks make saving work a cinch!"
HAPPINESS IS HAVING MY OWN DISK

In the last lesson you used a program disk. In the rest of this book you will be using a word processing program named PC-Write. When you do work, you will want to save it. The disk will be like a notebook. Instead of writing your ideas on paper, you will type them on the screen and save them on a disk.

When you buy a new disk, it is not ready or prepared for your computer. You must use special commands to prepare it. This is called formatting a disk. When you format a disk, you get it ready to be used on your type of computer.

6.2

Name ________________________________ Date ____________________

STEPS FOR FORMATTING YOUR OWN DISK

Your teacher will hand out two disks for this worksheet: a DOS disk and a blank disk. Just as a key starts a car's system, the DOS disk is a disk used to start the computer's system. If you format a used disk, all the information will be erased. It is better to use a new disk. You need to format a disk only once because if you do it again, it will be erased.

1. Place the DOS disk in the A drive and close the drive door.

2. Turn on the switches of the monitor and the CPU.

3. Press ENTER twice. You will see A> which is the A prompt. When you see the A>, it means the computer is waiting for you to give it a command.

4. Place the new disk in the B drive.

5. Before you type the command, find the spacebar, the SHIFT keys, the <ENTER> key and the : (colon). Whenever you see <ENTER> in this book, you will press the key not type the word ENTER. When you type a colon, you hold down one of the SHIFT keys and press the key with the : on top.

6. Type the following, making sure to include the spaces:

```
format b: <ENTER>
```

7. You will see a message "Insert new diskette for drive B: and strike any key when ready." Make sure your new disk is in the B drive.

8. Press any key. Notice the red light and listen for the whirring of the disk drive as the disk is being formatted. Do not open the door when the light is on.

9. When the formatting is done, you will see "Format complete" and information about the number of bytes. You will also see "Format another (Y/N)?" Since you want to format only this disk, type the letter N for NO.

10. Press <ENTER>. You will see another A>. Remove the DOS and your formatted disk. Using a felt tipped pen, write your name on the label and place it on the top part of the formatted disk.

11. Turn off the switches on your computer. What does formatting do to a disk? ____

____

6.3

Name ______________________________ Date ________________

WHICH DISKS DO YOU NEED?

"What kind of disk would you like?"
"Uh -uh - I'm not sure.."
DISK

Do not feel bad if you feel like the person in the picture. You are ready to start doing word processing, but are you sure which disks you will need? Your teacher will give you a DOS disk, a PC-Write word processing program disk, and your formatted saving disk with your name on the label.

What is the DOS disk used for? ______________________________

What is a program disk used for? ______________________________

What is your disk used for? ______________________________

Do you remember which disk you formatted? ______________________________

6.4

Name ______________________________ Date ____________________

LOADING YOUR WORD PROCESSING PROGRAM

I'm having problems loading?What can I do?

Each time you do word processing, use these instructions to get started. Putting the program into the computer is called loading. In this lesson you will load the program, name a file and create your first file. Each assignment you create is called a file. Your teacher will help you follow these directions to load the PC-Write word processing program:

Name ______________________________ Date ______________

STEPS TO LOAD THE PROGRAM

1. Place the DOS in the A drive. Turn on both switches.

2. Press <ENTER> twice. You will see the A>. What does the A> mean?

   ____

3. Remove the DOS. Place the PC-Write disk in the A drive.

4. Place your saving disk in the B drive.

5. Each time you create a new assignment, you will give it a new name. This is called the filename. Your saving disk is like a file. It will list the names of all the lessons you created. Name your first file ME. All the filenames will be included on the top of the first page of each new lesson.

6. These are some important things to know:

   a. Before you type the name of the file, you must type the two letters ED. ED is not a man's name in this case. It is short for "edit." The screen you will type on is called an editing screen. When you edit, you make changes in your word processing work.

   b. Another thing you must type in front of the filename is the letter B and a : (colon). The B will send the work to the disk in the B drive.

   c. Every time you make a new file, you must type ED B:.

7. Since you are making a file named ME, what do you think you will type at the A>? ______________________________

8. Type the following: `ED B:ME <ENTER>`

9. You will see an editing screen after the program loads. In order to begin your work, you must press the F9 key. Look for your filename on top of the screen.

10. Write down some of the things you see on the editing screen. ______________________________

    ____

    ____

Name ______________________________ Date ________________

CREATING YOUR FIRST WORD PROCESSING FILE

Hi, this is a word processor. It's here to make your life easier.
WELCOME TO EASY STREET

1. You are ready to type on your editing screen. Locate these keys before you begin:

   ENTER - Moves the cursor to the next line
   SPACE BAR - makes a space
   CAPS LOCK - allows you to type in all capitals
   BACKSPACE - erases the letter to the left of the cursor

2. Your file ME will include some information about you. Look at the list below. Do not type "(YOUR NAME)." You will type your own name. Also, do not type the ( ), which are open and close parentheses. Press the CAPS LOCK key to type in all capitals. Press <ENTER> at the end of each line. Do not worry if you make mistakes. You will learn to correct or edit them in later lessons. You can use the BACKSPACE key to back up and type something over again. Type this information about you:

   MY NAME IS (YOUR NAME).
   I LIVE AT (YOUR STREET ADDRESS).
   MY TELEPHONE NUMBER IS (YOUR TELEPHONE NUMBER).
   I WAS BORN ON (THE MONTH, DAY, AND YEAR YOU WERE BORN)
   I GO TO (THE NAME OF YOUR SCHOOL).
   I AM IN THE (YOUR GRADE) GRADE.
   I HAVE (COLOR OF HAIR) HAIR.
   I HAVE (COLOR OF EYES) EYES.
   I AM (NUMBER) YEARS OLD.

Name ______________________________ Date ____________________

SAVING A FILE

BANK
By learning to save on a disk you'll make future work easier. You can bank on it.

Look at the screen. If you see some mistakes, remember that it is normal. Most people fall off a bike the first time they ride it. Also, most people make mistakes when they first use computers. Saving your ME file is very simple and very important. If you don't save your work, it is like taking an eraser and erasing it. Do the following:

1. Press F1.
2. Press F3.
3. Remove the disks and turn off the machine.

Name ______________________________ Date ______ ________

DO YOU KNOW HOW TO USE COMPUTER COMMANDS?

1. What does it mean to format a disk? ____________________

____

2. What kind of disk do you format? ____________________

3. What is the job of the DOS disk? ____________________

4. What is your disk used for? ____________________

5. What does it mean to load? ____________________

6. If you are naming a file named ME, what do you type when you see the A>?

____

7. Once you see the screen, which key do you press to start your work?

____

8. What are the steps you use for loading PC-Write?
   a. Place the __________ disk in the __________ drive.
   b. Place your saving disk in the __________ drive.
   c. Turn ____________________.
   d. Press __________ twice.
   e. When you see the A>, remove the ____________________.
   f. Place the ____________________ program disk in the __________ drive.
   g. If the file name is YOU, what do you type?

   ____

9. Write TRUE or FALSE.

__________ Formatting a disk erases it.

__________ When you see the A>, it means the computer is waiting for you to command it.

__________ When you want to save, you type SAVE.

__________ When you load a program, you erase it.

Topic 7 - THE KEYBOARD FILENAME = KEYS

Name ______________________________ Date ______________

USING THE COMPUTER KEYBOARD

The keyboard is probably a little confusing. In this lesson you will learn how to use many of the keys. Before you do that, you must make a new file. Follow the directions on the last worksheet for loading the program.

GETTING INTO POSITION

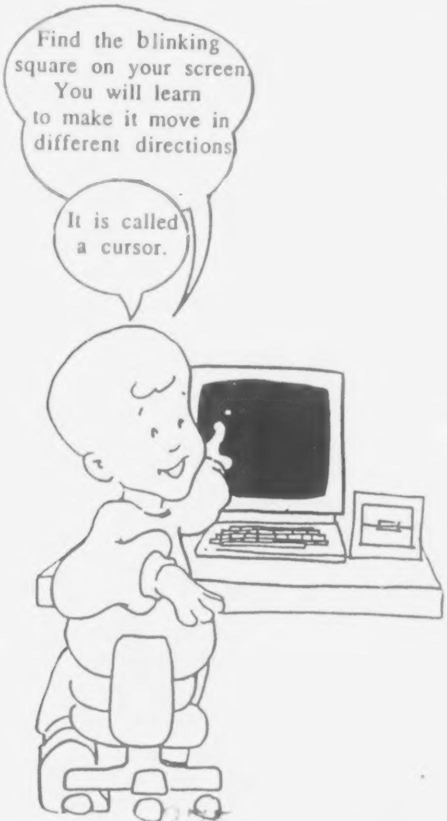
Did you ever bat a ball or try to play tennis? ______________________

If you did, you will agree it is important to be in the right position. When you type, you should be in this position:

1. Body facing the middle of the screen.
2. Feet flat on the floor.
3. Elbows near your body and relaxed.
4. Fingers slightly curved.
5. Body slightly forward.

FINDING THE CURSOR

Look at the screen. Do you see a blinking square? This is called the cursor. It tells you where the next letter, number or symbol will appear.


Find the blinking square on your screen. You will learn to make it move in different directions.
It is called a cursor.

Name ______________________________ Date ____________________

LETTERS

Who can find these letters the fastest?
ABCDEFGHIJ
KLMNOPQR
STUVWXYZ

1. Place your right hand on the right side of the keyboard and your left hand on the left side. When you get older and your fingers get longer, you will be able to type from the home row. The home row keys are ASDF JKL:. For now, just try to keep each hand on the correct side.

2. Type the alphabet. It should look like this: abcdefghijklmnopqrstuvwxyz

3. Press <ENTER>. Type it again.

4. Type the alphabet twice, putting a space between each letter. Use your right thumb to press the spacebar.

   a b c d e f g h i j k l m n o p q r s t u v w x y z

5. Press the CAPS LOCK key and type the letters in all capitals. This time put two spaces between letters. When you get to the end of the line, let the computer move you to the next line. This is called wordwrap because the computer will wrap the words around. There may be times when the lines on your screen end in a slightly different place than in the book. Do not worry about that. Sometimes when you type, the program makes the words go off the screen on the right side. If that happens place the cursor on the line that is off the screen. Press F7.

   What is wordwrap? ______________________________

   What do you press if the line goes off the screen? ____________________

   Your screen should look like this:

   A B C D E F G H I J K L M N O P Q R S T
   U V W X Y Z

Name ______________________________ Date ________________

NUMBERS

1. When you type numbers, the 0 (zero) is not the same as the letter O. Type the following twice:

1234567890 1234567890
1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9 0
0 8 5 6 4 3 2 9 8 7 6 5 4 3 0 1 2 8 9 5 6 4 3 9 6 4 3 2 9

2. Type these numbers and letters.

a b 6 4 r t c 2 f o 0 b v 5 0 z m 1 3 7 e r m 1 0 5 v h 8

****

SYMBOLS

1. Look at the keys with the symbols. Notice the number keys with the symbols on top. In order to type the top part of these number keys, you must hold down one of the SHIFT keys and type the key. Some keys are used for punctuation. Type these keys twice:

! . , ? " ' ; : ()

2. Some keys are used for math. If you do a computer unit in BASIC, you will learn that there is no multiplication or division sign. For multiplication use the * (asterisk). Division is the / (slash). Type these math keys twice:

- + = * / % $ #

3. Type any other symbol that you did not type already.

Which ones did you type? ______________________________

****

FUNCTION KEYS

1. Find the function keys.

2. What are these keys used for?

F1 ____________________ F3 ____________________

F7 ____________________

3. Do not press the functions keys now.

Name ________________________________ Date ________________

OTHER SPECIAL KEYS

1. Type a sentence about what you would like to do after school today. Then use each of these keys and tell what they do.

   a. BACKSPACE ______________________________

   b. ENTER ______________________________

   c. SPACEBAR ______________________________

2. Press <ENTER> to move to the next line. Press TAB.
   What happened? ______________________________

   The TAB key is set to make the cursor move in 5 spaces to indent for a new paragraph.

3. Type your name with only the first letter of your first and last name capitalized. It will look like this: Your Name. You will hold the SHIFT key down and press only the first letters of your first and last name. Then type the following:

   Sam Nancy Sue Amy Jamal Michelle Sarah Mary Brooklyn Staten Island Queens Manhattan Bronx

CHALLENGE TYPING

I know you like a challenge. Try to type these sentences:

Mary C. Jones lives at 3489 East 9th St. in Brooklyn, NY.
Do you know how to add 786 + 634?
Did you ever get a 100% on a big test?
893 - 782 = 111
Frankie's favorite foods are ice cream, pizza, and lasagna.
Hardy & Smith is the company Mike's father works for.
I wrote #3498 as the order number from Sears.

* * *

SAVING YOUR WORK

1. Press F1.
2. Press F3.
3. Remove the disks and put them in the envelopes.
4. Turn off the two switches.

Name ______________________ Date ____________

THE COMPUTER KEYBOARD

1. What is the right position for your body when typing?

____

____

____

2. The ____________ is the blinking rectangle that lets you know where you are typing.

3. What does wordwrap mean? ______________________________

____

4. What two things must you do when the words go off the screen to the right?

____________________ and ____________________

5. How do you type the first letter of a name? ____________

6. How do you make 10 spaces? ____________

7. How can you make the cursor move in 5 spaces for a new paragraph with one key?

____

8. What happens when you press the BACKSPACE key?

____

9. What happens when you press <ENTER>. ____________

10. What keys do you use to save? ____________ and ____________

11. How do you type the symbols on the top part of the number keys?

____

12. What is the difference between 0 and O?

____

13. What do you press when you want to type in all capitals?

____

14. Did you ever type on a typewriter? ____________
If you did, how is it different from a computer keyboard?

____

Name ______________________________ Date ____________________

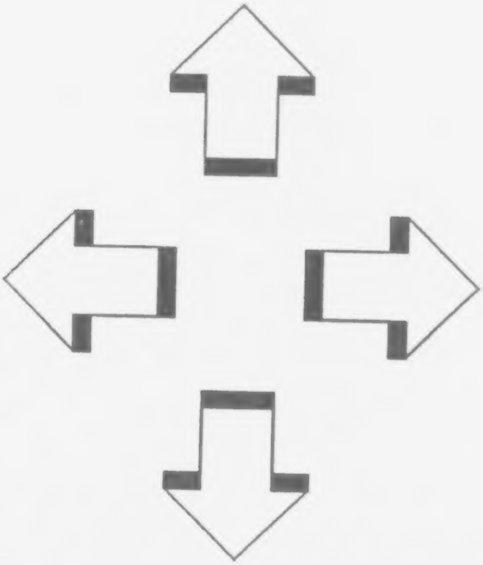
DRAWING YOUR KEYBOARD

Study your keyboard carefully and draw it on this page.

TOPIC 8 - USING THE ARROW KEYS FILENAME = ARROWS

Name ______________________________ Date ________________

USING THE ARROW KEYS



You probably agree already that a word processor can make your writing easy. In this lesson you will learn to move the cursor with the four arrow keys. First, you must load your program. The filename is ARROWS. This is a quick review:

1. Place the DOS in A drive. Turn on the machine.
2. Place your saving disk in the B drive.
3. Press <ENTER> twice. You will see the A>.
4. Remove the DOS and place the PC-Write disk in the A drive.
5. Type ED B: ARROWS <ENTER>.
6. When you see the typing screen, press F9 to begin.

****

How will word processing make your writing easy?

____

____

Name ______________________________ Date ________________

PRACTICING THE ARROW KEYS

Find the four arrow keys. Try them and write what they do.

Right arrow? ______________________________

Left arrow? ______________________________

Up arrow? ______________________________

Down arrow? ______________________________

Arrow Activity 1 - Try to make these up and down steps. Use your four arrow keys to move up and down. When you finish, practice walking up and down the steps.

```
                        U A N D D
                        U       D
                        U       D
                        U       D
                U U U U U       D D D D D
                U                       D
                U                       D
                U                       D
        U U U U U                       D D D D D
        U                                       D
        U                                       D
        U                                       D
U U U U U                                       D D D D D
```

Arrow Activity 2 - Type GLIDE ALL THE WAY UP AND ALL THE WAY DOWN. Use your arrow keys to trace your work going up and down. Then move backwards.

```
                                A
                              P   N
                            U       D
                          Y           A
                        A               L
                      W                   L
                    E                       T
                  H                           H
                T                               E
              L                                   W
            L                                       A
          A                                           Y
        E                                               D
      D                                                   O
    I                                                       W
  L                                                           N
G
```

Name ______________________________ Date ______________

Arrow Activity 3 - When you type these letters, try to make sure they are mixed up. They do not have to be exactly in these same positions. Just make sure to include them all. When you have finished, show your teacher. After that place the cursor one space behind the letter A. Press BACKSPACE. Go to the letter B. Do the same. Continue erasing one letter at a time in alphabetical order.

```
              Y               R        E        V      T
M    B    I        O   K          W        N              X
               A             F                      C
 J   U   H   Z       G    S        P     D       L        Q
```

Arrow Activity 4 - You will make the initial of your first name. If it is an A, it might look like one of these:

```
A A A A A A A                      A
A           A                     A A
A           A                    A   A
A           A                   A     A
A           A                  A       A
A A A A A A A                 A A A A A A
A           A                A           A
A           A               A             A
A           A              A               A
A           A             A                 A
A           A            A                   A
```

Arrow Activity 5 - This is a challenge! Try to make your initials. Use your first and last initials or all three. If your initials were JMS, it might look like this:

```
     J J J J J J J
          J
          J        M           M
          J       M M         M M
          J      M   M       M   M
          J     M     M     M     M
J         J    M       M   M       M         S S S S S S
J         J   M         M M         M        S
J J J J J J  M           M           M       S
            M                         M      S
           M                           M     S S S S S S
                                                      S
                                                      S
                                                      S
                                            S S S S S S
```

Name ______________________________ Date ____________________

Arrow Activity 6 - This is a drawing challenge. You can make a building, an animal, a tree, a flower, a person, a flag, a car, a boat, a plane or whatever you like. Ask your teacher to print your work and make a bulletin board. These are some ideas to get you started - a tree, a flag, an apartment building, and a house.

```
     xx
    xxxx
   xxxxxx
  xxxxxxxx
 xxxxxxxxxx
xxxxxxxxxxxx
     xxx
     xxx
```

```
* * * * * * * * * * * * * * * * * * * *
* *************** ____________________ *
* *************** ____________________ *
* *************** ____________________ *
* *************** ____________________ *
* *************** ____________________ *
* ____________________________________ *
* ____________________________________ *
* ____________________________________ *
* ____________________________________ *
* ____________________________________ *
* ____________________________________ *
* ____________________________________ *
* ____________________________________ *
* * * * * * * * * * * * * * * * * * * *
```

```
!!!!!!!!!!!!!!!!!
!  ww ww ww ww  !
!  ww ww ww ww  !
!  ww ww ww ww  !
!  ww ww ww ww  !
!  ww ww ww ww  !
!  ww ww ww ww  !
!  ww ww ww ww  !
!  ww ww ww ww  !
!  ww ww ww ww  !
!  ww ww ww ww  !
!  ww ww ww ww  !
!  ww ww ww ww  !
!  ww ww ww ww  !
!  ww ww ww ww  !
!  ww ww ww ww  !
!  ww ww ww ww  !
!  ww ww ww ww  !
!  ww ww ww ww  !
!               !
!  ****|*****   !
!  |   |    |   !
!  |   |    |   !
!  |   |    |   !
!!!!!!!!!!!!!!!!!
```

```
                      H H
                      H H
        H H H H H H H H H H H H
       H                       H
      H                         H
     H                           H
    H                             H
   H                               H
  H H H H H H H H H H H H H H H H H H
  H  * * * *               * * * *  H
  H  *     *               *     *  H
  H  *     *               *     *  H
  H  * * * *               * * * *  H
  H                                 H
  H             H H H H             H
  H             H     H             H
  H             H >   H             H
  H             H     H             H
  H H H H H H H H H H H H H H H H H H
                |     |
               |     |
              |     |
             |     |
```

SAVE YOUR WORK.

TOPIC 9 - MOVING THE CURSOR FILENAME = CURSOR

Name ______________________________ Date ________________

USING THE CURSOR MOVEMENT KEYS

In this activity you will learn some other ways to move the cursor.

Activity 1 - Before you learn the new keys, you will type a paragraph. Remember to let the computer's wraparound move the words to the next lines. You will type everything you see, but type your own words where the blanks are.

I have many favorite things. My favorite game is _______________. My favorite song is _______________. _______________ is the color I favor. The movie I would love to see over and over again is _______________. My three favorite foods are _______________, _______________ and _______________. The thing I enjoy doing the most on the weekend is _______________ because _______________ _______________. _______________ is my favorite person. The sport I like to play best is _______________. The sport I love watching most is _______________. My favorite outfit to wear is _______________. Some of my other favorite things are in my room. They are my _______________, _______________ and _______________.

****

THE CURSOR MOVEMENT KEYS

Activity 2 - Try each of these keys. Use the number keys on the right side of the keyboard. Write where the cursor moves when you press each one.

8 - The cursor moves ____

2 - The cursor moves ____

4 - The cursor moves ____

6 - The cursor moves ____

Name ____ Date ______________________

Try using all the cursor keys you know to move to these places as quickly as possible:

1. The name of your favorite movie.
2. The name of your favorite color.
3. The name of your favorite thing to do on the weekend.
4. The name of your favorite sport to play.
5. Move to the first place you typed the word "favorite."
6. Move to the last place you typed the word "favorite."
7. Your favorite friend.

****

Save the file.

****

WHICH KEY?

1. Use _________________ to move to the bottom of the screen.

2. Use _________________ to move to the left of the screen.

3. Use _________________ to move to the top of the screen.

4. Use _________________ to move to the right of the screen.

****

DRAW A PICTURE OF YOUR FAVORITE THINGS.

Name ______________________________ Date ________________

A WORD FIND

Find the following words across, down, or diagonally.

SOFTWARE
KEYBOARD
OUTPUT
DISK
DATA
PROGRAM
DISK DRIVE

ROM
RAM
INPUT
FORMAT
LOAD
BOOT
PRINTER

MICROCHIP
KEYBOARD
CPU
HARDWARE
BYTE
MONITOR

Q K E R T Y C P U I P R I N T E R U Y
S S E I J K N M M H L M I Y T R E W S
O D H Y Y T G H R A J O I N N B V F I
U E Y H B H B N N R M N I D P I U O K
T R A S A O N M E D I I M I K U O R I
P R R T A S A I O W C T S S R C T M S
U T I K J H G R U A R O O K A R O A O
T L O A D U I R D R O R U D I A O T F
S R R T E I Y H M E C O B R O M O I T
C V Y U E W S O L K H H O I N M U Y W
C B U H J M B K I O I I O V Y R E W A
V L O P Y E R E F J P U T E J U R E R
B O P E R W S D A T A U J B Y T E I E
Y U Y R R H N P R O G R A M U I E R W

Do you remember what they mean?

TOPIC 10 - MORE CURSOR MOVEMENT KEYS FILENAME = MOVE

Name ______________________________ Date ______________

MORE CURSOR MOVEMENT KEYS

You have already learned eight keys that move the cursor - the four arrow keys and the numbers 8, 2, 4 and 6. You will learn six others in this lesson.

Type the following list of names.

Annie Anderson
Bobbie Brown
Candie Carlyle
David Davidson
Earl Earlson
Freddie Fredrickson
Georgie Georgetown
Harvey Hardy
Igor Inok
James Jameson
Kathy Kelly
Lori Lauren
Mary Myers
Nick Nickerson
Olive Oline
Pam Pers
Quivie Quicker
Roger Rodgers
Steve Stevenson
Tommy Thompson
Ulan Ulido
Victor Vidnor
Wally Washington
Xerno Xeetee
Yoyo Young
Zorri Zorro

Using a computer = SUCCESS!
100%

Save your work.

Name ______________________________ Date ______________

MORE CURSOR MOVEMENT KEYS

Try these two keys on your list of names. Explain where the cursor moves:

7 - (HOME key) The cursor ______________________________

What word did the cursor move to? ______________________________

1 - (END key) The cursor ______________________________

What word did the cursor move to? ______________________________

SCROLLING

It is also possible to scroll the words. Scrolling is moving the words up or down so that different parts can be seen. Sometimes the file you type might be very long. Scrolling is a good way to see the whole file quickly.

What is scrolling? ______________________________

____

SCROLLING ONE LINE AT A TIME

Practice scrolling and write what happens.

3 - The cursor ______________________________

9 - The cursor ______________________________

SCROLLING AN ENTIRE SCREEN

You can also scroll through an entire screen (24 lines) by pressing combination keys. Try them and explain what happens. (You need at least 24 lines for this to work.)

SHIFT and PG UP - The cursor ______________________________

What word did the cursor move to? ______________________________

SHIFT and PG DN - The cursor ______________________________

What word did the cursor move to? ______________________________

Name ______________________________ Date ________________

USING ALL THE CURSOR MOVEMENT KEYS

In this chapter you will practice all the cursor movement keys. Use the notes from the last two chapters to fill in this chart.

CURSOR MOVEMENT CHART

WHAT YOU WANT TO DO	WHAT KEYS DO YOU PRESS?
Move up one line	
Move to the right one space	
Move down one line	
Move to the left one space	
Move to top of screen	
Move to bottom of screen	
Move to left of screen	
Move to right of screen	
Move to top of file	
Move to bottom of file	
Scroll down one line at a time	
Scroll up one line at a time	
Scroll up 24 lines at a time	
Scroll down 24 lines at a time	

****

What is scrolling? ______________________________

Why is knowing how to move the cursor an important part of learning about the computer?

____

Name ______________________________ Date ______________

CHALLENGE ASSIGNMENT

1. Make a list of your own silly names in alphabetical order. This time give them a middle name too. Write them on the lines before you type them. (example - Catfish Carly Carlson)
2. Type your list.
3. Save the file.
4. When you finish trade computers with a classmate and practice the cursor movement keys on their list.

A ______________
B ______________
C ______________
D ______________
E ______________
F ______________
G ______________
H ______________
I ______________
J ______________
K ______________
L ______________
M ______________
N ______________
O ______________
P ______________
Q ______________
R ______________
S ______________

A ______________
B ______________
C ______________
D ______________
E ______________
F ______________
G ______________
H ______________
I ______________
J ______________
K ______________
L ______________
M ______________
N ______________
O ______________
P ______________
Q ______________
R ______________
S ______________

A ______________
B ______________
C ______________
D ______________
E ______________
F ______________
G ______________
H ______________
I ______________
J ______________
K ______________
L ______________
M ______________
N ______________
O ______________
P ______________
Q ______________
R ______________
S ______________

Name ______________________________ Date ______________

T ______________

U ______________

V ______________

W ______________

X ______________

Y ______________

Z ______________

T ______________

U ______________

V ______________

W ______________

X ______________

Y ______________

Z ______________

T ______________

U ______________

V ______________

W ______________

X ______________

Y ______________

Z ______________

* * *

WHAT DO THESE CURSOR MOVEMENT KEYS LET YOU DO?

SHIFT PG UP ______________________________

RIGHT ARROW ______________________________

8 ______________________________

DOWN ARROW ______________________________

1 ______________________________

9 ______________________________

UP ARROW ______________________________

2 ______________________________

SHIFT PG DN ______________________________

6 ______________________________

3 ______________________________

7 ______________________________

4 ______________________________

Name ______________________________ Date ________________

HOW FAST CAN YOU SOLVE THE PUZZLE?

USE THIS CODE TO SOLVE THE WORD PUZZLE BELOW:

1	2	3	4	5	6	7	8	9	10	11	12	13
A	B	C	D	E	F	G	H	I	J	K	L	M
14	15	16	17	18	19	20	21	22	23	24	25	26
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

****

3 21 18 19 15 18   13 15 22 5 13 5 14 20

11 5 25 19   13 1 11 5   23 15 18 4

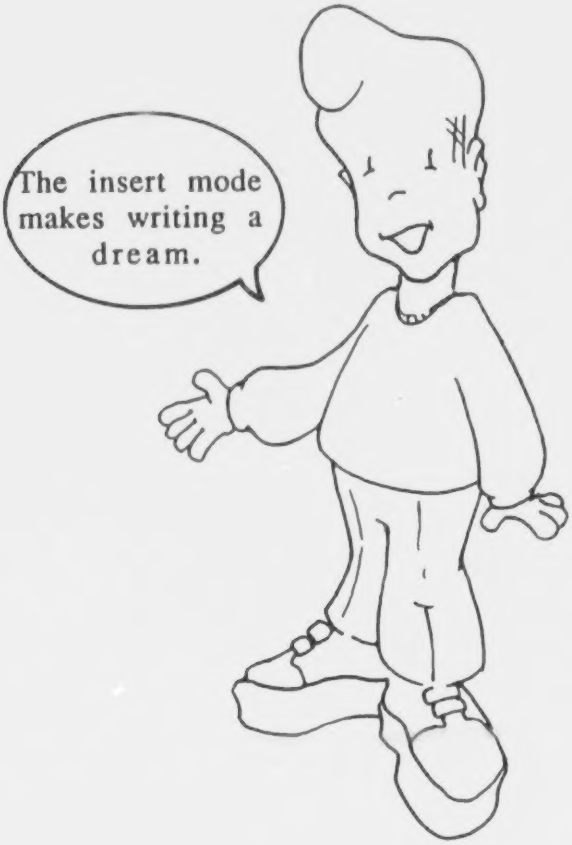
16 18 15 3 5 19 19 9 14 7   1

19 14 1 16

TOPIC 12 - INSERTING PRACTICES FILENAME = INSERT

Name ______________________________ Date ______________

INSERTING LETTERS


The insert mode makes writing a dream.

What does it mean to insert a letter into an envelope?

____

In this chapter, you will learn to insert letters into words. When you insert you add. For example, if you typed the word "to" and realized you wanted "two," you could insert the letter "w" instead of retyping the entire word. Being able to insert is one of the best things about word processing.

Why? ____

Name ______________________________ Date ________________

Inserting Practice 1

Type these three sentences exactly as you see them:

Mike loved to go to schol. His favorte part was read. He loved book abot everthing.

When you insert a letter, you always place the cursor on the space to the right of where you want to insert. Do the following to correct the mistakes:

1. Place the cursor on the "l" of the word "school." Type the letter "o." The word should say "school."
2. Place the cursor on the "t" in the word "favorite." Type the letter "i."
3. Place the cursor on the . (period) after the "read." Type "ing". The word should now be "reading."
4. Place the cursor on the letter "t" in the word "about." Type the letter "u." The word should say "about."

Inserting Practice 2

Type the following sentences:

1. I hear you like your vaction to Jamaica.
2. Ther is my family's new automobil.
3. I hop you don't go to the hopital.
4. I like the candy I go for Valetine's Day.
5. Margo has beatiful har.
6. When you are out in the sun, put sunscreen loton on.
7. In five moths, Ted will be ten year old.
8. When you us a computer, you type infomation.

What's wrong with each of the sentences?

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________
6. ________________________________
7. ________________________________
8. ________________________________

Name ______________________________ Date ____________________

Insert the letters so that the sentences look like this:

1. I heard you liked your vacation to Jamaica.
2. There is my family's new automobile.
3. I hope you don't go to the hospital.
4. I like the candy I got for Valentine's Day.
5. Margo has beautiful hair.
6. When you are out in the sun, put sunscreen lotion on.
7. In five months, Ted will be ten years old.
8. When you use a computer, you type information.

****

Inserting Practice 3 - SPELLING CHALLENGE!

Type this list of words:

1. wondeful
2. bulding
3. peachs
4. loudes
5. lisen
6. soun
7. pargraph
8. typng

What is wrong with the spelling of the words you typed?

1. wondeful should be spelled ______________________________
2. bulding should be spelled ______________________________
3. peachs should be spelled ______________________________
4. loudes should be spelled ______________________________
5. lisen should be spelled ______________________________
6. soun should be spelled ______________________________
7. pargraph should be spelled ______________________________
8. typng should be spelled ______________________________

After discussing the correct answers with the class, insert the correct letters. Then, save the file.

What does it mean to insert?

____

Name ______________________________ Date ________________

MORE INSERTING PRACTICES: OTHER CHARACTERS

In the next four activities, you will insert numbers, punctuation, symbols, spaces and lines.

Inserting Practice 4 - Type the following sentences with numbers.

My sisters are 1 and 2 years old.
Mike lives at 4 East 9th Street.
Do you know how to add 6 and 9?
My favorite number is 1.
Pam has 3 dresses and 1 sweater.

When you finish, use your cursor keys to move back up to the first sentence. Remember when you insert, you place the cursor right after where you want the number to appear. Add numbers so the sentences look like this:

My sisters are 11 and 12 years old.
Mike lives at 141 East 109th Street.
Do you know how to add 66 and 190?
My favorite number is 10.
Pam has 13 dresses and 11 sweaters.

****

Inserting Practice 5 - You will now practice inserting symbols and punctuation. Type these sentences:

Carl knows that 12 24 36
Nora got 99 on her last spelling test
I like pizza icecream hot dogs and brownies
Stop the policeman screamed
Sam has 7850 in the bank

Your job is to insert letters and symbols so that the five sentences look like this:

Carl knows that 12 + 24 = 36.
Nora got 99% on her last spelling test.
I like pizza, ice-cream, hot dogs and brownies.
"Stop!" the policeman screamed.
Sam has $78.50 in the bank.

Name ____ Date ______________________

Inserting Practice 6 - Type these sentences exactly as you see them.

Spacesare very important insentences.
Harry bought cookies,juice,oranges and spaghetti.
Canyou type without lookingat thekeys?
Calvin has 8shirts,7T-shirts,9sweaters and 10pairs of pants.
Peterasked hismom for $45.00 tobuy a boogieboard.

Your job is to insert spaces. Place the cursor where you want the space to appear. Press the spacebar. This is what the sentences should look like when you finish:

Spaces are very important in sentences.
Harry bought cookies, juice, oranges and spaghetti.
Can you type without looking at the keys?
Calvin has 8 shirts, 7 T-shirts, 9 sweaters and 10 pairs of pants.
Peter asked his mom for $45.00 to buy a boogie board.

****

Inserting Practice 7 - Are you ready for a challenge? In this activity you will insert lines. When there is a blank line between lines, it is called double spacing. Before you begin, press the TAB key to indent for the paragraph. After you type the first part of the paragraph, you will finish it with your own words. Double space the ending too. Type this first part:

Linda and Jill were so excited about going to the Broadway play. It was their first time. They both wore their best dress. When they arrived, they couldn't believe how small the theater was. They had great seats. They were in the center, right near the stage. As the curtain went up, ...

Your job is to finish the paragraph. When you are done, place the cursor on the first letter of the first word on the second line. Press <ENTER>. Do the same for each line until the entire paragraph is double spaced and looks like this:

Linda and Jill were so excited about going to the Broadway play. It was

their first time. They both wore their best dress. When they arrived, they

couldn't believe how small the theater was. They had great seats. They were

in the center right near the stage. As the curtain went up,

****

Read your work and correct any mistakes. Save the file.

TOPIC 13 - INSERTING WORDS FILENAME = WORDS

Name ______________________________ Date ______________

INSERTING WORDS

Are you ready to insert words? It's just as easy as inserting letters.

1. What does it mean to describe something? ______________________
____

2. Write four words you would use to describe yourself.
__________ __________ __________ __________

3. Write four words you would use to describe your room.
__________ __________ __________ __________

When you describe a person, place or thing, try to make sure the reader can really see what you are describing. Make the sentences seem real.

Activity 1 - Type these sentences.

1. The girl wore a dress to the party.
2. A man walked to the house.
3. The flower looked perfect on her dress.
4. The waves in the summer are refreshing.
5. A car drove by the building.
6. I like to eat ice-cream and ices in the summer.
7. The lady decided to stay inside because of the snowstorm.
8. The bike was just what the boy wanted for his birthday.

When you finish, you and your class will discuss how these sentences could be made better by using more descriptive words. Your job is to make the first four sentences look like the ones you see below. You will change the last four by yourself. Try to add at least five more words to each sentence.

1. The cute, little girl wore a red, velvet dress to the birthday party at her best friend's home.
2. A sad, old man walked very slowly to the lonely house he lived in.
3. The beautiful, pink and white flower looked perfect on her graduation dress.
4. The big, ocean waves are so refreshing on a hot, humid summer day.

Name ______________________________ Date ________________

Activity 2

In this activity you will paint a word picture. You will try to make the reader see what you mean. Before you begin, you must type these lines:

1. car sped street
2. bicycle present
3. park filled children
4. woman face sad
5. classroom decorated
6. garden best town
7. boat ocean
8. sun made warm
9. girl cried
10. boy screamed

You will practice changing these words into sentences that are easy to see. This is an example of how the first one could be done: The jet-black racing car recklessly sped through the crowded city street. Can you see what's happening in this sentence? ________________ Your job is to insert words to make these words into interesting, descriptive sentences.

Activity 3 -

Type this incomplete letter:

Dear Molly,

I have write to you for time. I am on vacation in. I get up early and. I especially like the. The worst thing about. The hotel is. The food makes me feel. In the afternoon, I usually. That makes me. Last night I wore a dress to the. It was a night. I never thought that a meal could be so. I only have days left. I will be to get back. Write to soon.

Your friend,

Barbara

Do you think you could make this into a correctly written and interesting letter? Try adding a few words to each sentence. When you finish, you can read your letter to the class.

****

Edit your file by inserting and deleting. Save the file.

TOPIC 14 - DELETING PRACTICES

FILENAME - DELETE

Name ______________________________ Date ______________

USING THE DELETE KEY

Deleting is a fancy way to say erasing.

You have already learned to edit files by inserting. Another way to edit is by deleting. Deleting is erasing. You have learned how to delete one space to the left.

What key do you use? ______________________________

Hopefully you said the BACKSPACE key. Another key you can use is the DELETE key. Locate it.

Activity 1 - Type the following:

One of the very very best ways to learn everything all about computers is to practice practice.

Use the DELETE key to erase unneeded words. The DELETE key erases exactly under the cursor. The sentence should look like this when you finish:

One of the best ways to learn about computers is to practice.

****

Name ______________________________ Date ____________________

Activity 2 - Type the following:

November 31, 1989

Dear Monnica,

I was verry surprised to hear from you yesterday . Thee birthday gift present you sent mailed was perfect wonderful. You must rememember that blue green is my favorrite collor. I reallly will enjoy wearring the sweater. I willl think of you when ever I have it own.

I am very bussy with my schoool work . The teacher gives too much plenty homework. I allso play on the basket ball team. Thiss also takkes up my time, but I love like it.

I am hopping to visit you for Christmas vaccation. It willing bee like old timmes. I miss the snow ice now that I have moved moving to Califfornia. All the sun is nicce,. but there is some thing about winter in New York that makes mee feel lone some. I'm hoping to heear from you soon.

Love

Mary Lou

****

Edit the letter by deleting letters, spaces, lines and words. Your final copy should look like the following:

November 3, 1989

Dear Monica,

I was very surprised to hear from you yesterday. The birthday gift you sent was perfect. You must remember that blue is my favorite color. I really will enjoy wearing the sweater. I will think of you whenever I have it on.

I am very busy with my school work. The teacher gives too much homework. I also play on the basketball team. This also takes up my time, but I love it.

I am hoping to visit you for Christmas vacation. It will be like old times. I miss the snow now that I have moved to California. All the sun is nice, but there is some thing about winter in New York that makes me feel lonesome. I'm hoping to hear from you soon.

Love,

Mary Lou

Name ____ Date ____________________

Activity 3 - Type the following sets of words:

ornge orange
deleet delete
screen screne
commputer computer
cursor curser
insret insert
paragraph pargraph
montor monitor
keyboard keybord

Look at each line. One of the words is misspelled. Use the delete key to erase the word that is wrong. You and your classmates will discuss the correct spellings when everyone is finished.

****

Activity 4 - Editing Challenge

Editing lines by inserting and deleting is the most important part of word processing. To practice, type the four sentences you see here:

Edit work lines take a lot practise.
Insert mean to ad leters,number or smbol.
Delet mean to eras what you have all type.
Their are to many thing to rember when yo fist lern computer.

Your job is to edit the lines so that they look like this:

Editing lines quickly takes practice.
Inserting is adding letters, numbers, symbols and spaces.
Deleting is erasing what you have typed.
There are many commands to remember when you learn how to do word processing on a computer.

****

Save the file.

Name ______________________________ Date ______________

HOW MANY WORDS CAN YOU MAKE?

How many words can you make from these words:

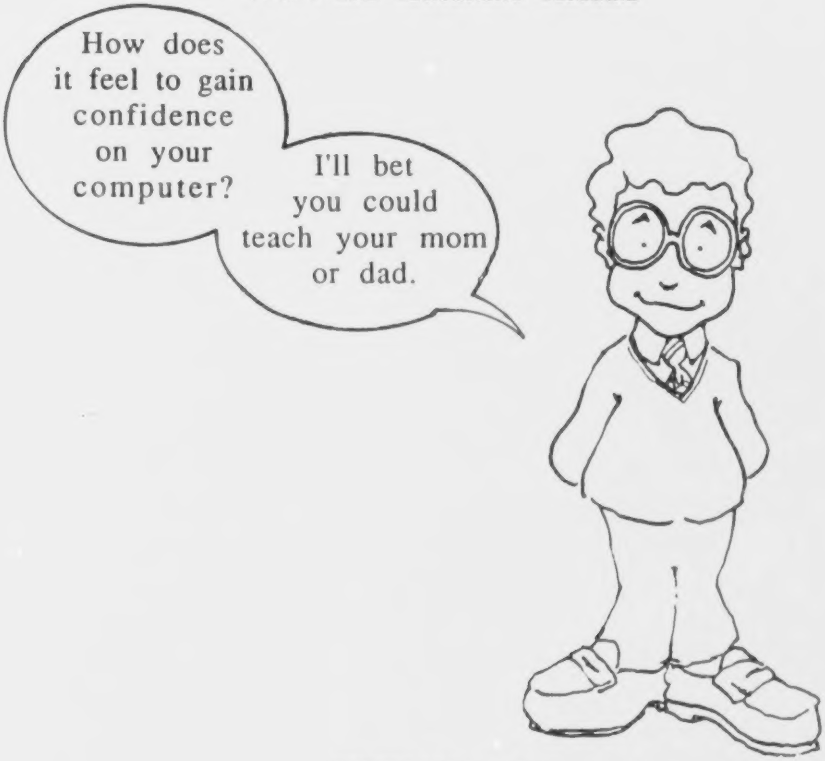
COMPUTERS

INSERT AND DELETE

TOPIC 15 - CENTERING LINES FILENAME = CENTER

Name ______________________________ Date ________________

USING THE CENTERING COMMAND


How does it feel to gain confidence on your computer?
I'll bet you could teach your mom or dad.

CENTERING A LINE

Write your name in the center of this line.

____

There are many times when you want one or more lines centered. When you type an assignment with a title, you will probably want to have it in the center.

Activity 1 - Centering an invitation

1. Press the CAPS LOCK key. Type the word: PLEASE
2. Make sure the cursor is on the line with the word PLEASE. Hold down the SHIFT key and press F8.
3. What happened to the line?

   ____

4. Type the rest of these lines. Use SHIFT F8 to center each one.

Name ______________________________ Date ____________________

PLEASE

COME

TO A

BIRTHDAY PARTY

FOR

JAMIE JOHNSON

DATE: NOVEMBER 1

PLACE: 3556 EAST 99TH STREET

TIME:3:00 - 6:00 P.M.

RSVP:(718)783-0983

****

Activity 2 - Type another invitation to a party at your house. Center each line.

****

Activity 3 - Type the following menu. Center each line.

MENU

SHRIMP COCKTAIL
FRENCH ONION SOUP
LETTUCE AND TOMATO SALAD
BROILED STEAK
BAKED POTATO
PEAS AND CARROTS
GARLIC BREAD
STRAWBERRY CHEESECAKE
ICED TEA

****

Activity 4 - Make up a menu for a special dinner. Type it and center each line.

****

How do you center a line? ______________________________

____

Save the file.

TOPIC 16 - GETTING FILES FROM YOUR DISK

Name ______________________________ Date ____________________

GETTING A DISK DIRECTORY

The directory is the yellow pages of the computer.
FIND IT IN THE DIRECTORY

Where do you look when you want to find someone's telephone number?

____

The actual name for a telephone book is telephone directory. You can also get your disk's directory. It will list all the files you have saved. When you cannot remember the name you used to save your files, you can see the list of all your files on the directory. You can get your disk's directory by doing the following:

1. Place the DOS in the A drive. Press <ENTER> twice. When you see the A>, remove the DOS.
2. Place the program disk in the A drive and your data disk in the B drive.
3. Type: `DIR B:/P <ENTER>`.
4. You will see a list of files.
5. You want to see a file that you saved named ARROWS. Type the filename as follows:

```
ED B:ARROWS <ENTER>.
```

Name ______________________________ Date ______________

6. Press ESC to make the file ARROWS appear.

7. What do you see on your screen? ______________________________

8. Look through the file. Make any corrections necessary.

9. Save the file.

GETTING A FILE WHEN YOU KNOW THE NAME

It is easy to look in your notebook to see what you did last week. It is just as easy to look back at your work on your data disk. When you know the name of the file, do the following:

1. At the A>, you would type ED B: and the name of the file you want to get. You would then press <ENTER>.
2. Try to get the file named INSERT.
3. If you need help, use these directions:
   a. At the A>, type ED B:INSERT <ENTER>.
   b. Press ESC to get the file on the screen.
4. Edit the file by inserting and deleting.
5. Save the file again.

REVIEW

1. How do you get a file back on the screen when you know the name is DELETE?

   At the A>, type ______________________________

2. What is the disk directory?

   ____

3. How do you get the disk directory on your screen? At the A>, type

   ____

4. Practice getting your directory again. What are the file names you see?

   ____

TOPIC 16 - WRITING ABOUT FEELINGS FILENAME = FEELING

Name ______________________________ Date ______________

WRITING ABOUT YOUR FEELINGS

In this activity, you will write about your feelings.

Activity 1 - Type these sentences. Fill in your own words where the blanks are.

I feel important when ______________________________________.

I feel happy when ______________________________________.

I feel lonely when ______________________________________.

I feel very angry when ______________________________________.

I feel excited when ______________________________________.

I feel very nervous when ______________________________________.

* * *

Activity 2 - Type these sentences and finish the endings.

The time I felt the most embarrassed was when ______________________
____

The time I felt the most proud was when ______________________
____

* * *

Activity 3 - Type five sentences about five things that make you happy.

* * *

Activity 4 - Type a paragraph of three or four sentences describing the time you were the most scared.

* * *

Edit your work with the insert and delete commands. Save your work.

TOPIC 17 - USING YOUR IMAGINATION TO WRITE FILENAME = IMAGINE

Name ______________________________ Date ______________

USING YOUR IMAGINATION

This activity is a chance for you to use your imagination.

Activity 1 - Type these sentences using your own words to complete them.

1. As I walked through the woods, I screamed when I felt a

____

2. I knew those footprints in the snow were not human or animal but

____

3. Although I was falling asleep, I sat up straight when I heard

____

4. I jumped up and down as my mother told me about

____

5. I'll never ever read a scary story before bedtime because

____

6. I always thought UFO's were a joke until ______________________

____

7. As I stood before the principal, ______________________________

____

****

Activity 2

Type a scary story that you could tell on a camping trip in the mountains. Try to imagine the smell of the fire burning, the sound of the crickets in the woods, the moon shining, and the taste of hot chocolate to keep you warm in the chilly mountain night. Everyone there has to tell a story. Each person will try to tell the scariest one. Type your story on the screen. You will read it to the class.

****

Edit your work by deleting and inserting. Save the file.

TOPIC 18 - USING WORD LISTS FILENAME = LIST

Name ______________________ Date ______________

USING WORD LISTS

How many words do you know? ______________

Do you wish you knew more? ______________

Why? ____

In this lesson, you will be given lists of words. Many will be new. Using them will help you become a better writer. You will try to use some of these words in sentences.

Activity 1 - Read and discuss these color words. Use a box of 64 crayons to try to decide what all these colors look like. When you finish, describe yourself, your classmates, your classroom and your computer lab with these color words. Try to use ten different words in sentences on your screen.

RED/PINK/PURPLE
crimson
ruby
scarlet
burgundy
hot pink
maroon
violet
lavender
lilac
fire-engine red

GREEN
lime
olive
emerald
mint
shamrock
forest
granny apple
army

ORANGE
peach
apricot
tangerine

YELLOW
lemon
gold

BLUE
sky blue
navy
midnight
turquoise
aqua
powder blue
royal blue
sapphire

WHITE
ivory
off-white
snow white
silvery
frosty
milk-white
pearly

BROWN
cocoa
cinnamon
bronze
khaki
rust
tan
beige
auburn

BLACK

jet-black
coal black
ebony
raven

WORDS TO DESCRIBE COLORS

faded
washed out
pale

bright
blazing
iridescent

Name ______________________________ Date ________________

Activity 2 - After you have read and discussed these words, you will write two different paragraphs. The first one will describe a happy place. Use the HAPPY/FRIENDLY and QUIET WORDS. In the second paragraph, you will describe a scary or unfriendly place. Use the SAD/MAD, NOISY, and FRIGHT words. Try to use about 10 words from the word list in each of the paragraphs.

HAPPY/FRIENDLY WORDS

cheery
ecstatic
cheerful
thrilling
overjoyed
pleasant
bliss
enjoyable
delightful
teamwork
buddy
big-hearted
good-hearted
paradise
pal

QUIET WORDS

noiseless
hush
calm
restful
relaxed
silent
soundless
still
mild
peace of mind
soft
secluded
soothe
lullaby
motionless

SAD/MAD WORDS

grief
miserable
sorrow
rage
mope
hostile
regret
broken hearted
pitiful
moody
furious
cheerless

NOISY WORDS

loudness
powerful
brawl
racket
clash
shriek
smash
crash
bang
explode
thunder
rowdy
bellow
roar
screech

FRIGHT WORDS

alarm
terror
panic
terrify
shocking
fearful
gruesome
terrible
chilling

Name ______________________________ Date ________________

Activity 3 - The last list of words can be used in writing about nature. After reading the list, discuss words you are not sure of. Use a dictionary to look up meanings. When you finish, imagine taking a walk. Use at least 10 of the words to describe what you see.

OCEAN

pebbly
rushing
restless
sail
tide
rolling
wondrous
mist
lighthouse
sunset
shells
serene
seabird
sea breeze
seaweed
twilight
sea sand
rocky
roaring

COUNTRY

orchard
cornfield
forest
valley
hillside
reeds
brook
woods
cone
starry
blossoms
prairie
crows
garden
meadow
eagles
quaint
village
twilight

PLANTS AND TREES

blossoming
pine
branch
bouquet
grove
full bloom
limb
bloom
needle
moss
shrub
birch
cone
sprout
petal
woods
vine
pasture
timber

OTHER NATURE WORDS

thunderstorm
dark
drifting
frozen
snowbanks
glimmering
shimmering
glittering
icy
dreary
twilight
sunrise
windy
showery
cloudy
shadows
damp
foggy
misty
coolness

reflecting
waterfall
firelight
beams
golden
driftwood
daisies
silhouette
silent
silvery
stallion
horizon
rainbow
satin
velvet
melody
dancing
whistling
sprinkle
nectar

seaweed
gentle
fiery
bubbling
sunflowers
echoes
murmur
fields
butterflies
quiet
lovely
lively
gloomy
magical
breezy
wooded
sparkle
willows
glowing
light

Edit and save your work.

TOPIC 19 - USING YOUR SENSES TO WRITE FILENAME = SENSE

Name ______________________________ Date ______________

USING YOUR SENSES

1. What are your five senses? ____________ ____________ ____________ ____________ ____________

2. How could a blind person see a beautiful garden? ______________________________

3. How could a deaf person hear the music at a concert? ______________________________

4. Which is your best sense? ____________ Why? ______________________________

One of the best ways to become a better writer is to use your five senses when you describe.

Activity 1

Words that describe often let you use your senses. In this activity, you will decide which one of the senses the words most appeal to. Type the word and one of these senses - sight, sound, touch, smell or taste next to each one.

1. mushy ____________
2. cold ____________
3. enormous ____________
4. rough ____________
5. thunder ____________
6. hiss ____________
7. messy ____________
8. sizzle ____________
9. slippery ____________
10. crash ____________
11. buttery ____________
12. fishy ____________
13. fuzzy ____________
14. salty ____________
15. moldy ____________
16. sparkling ____________
17. roared ____________
18. silky ____________
19. bitter ____________
20. giggle ____________

Name ______________________________ Date ______________

Activity 2

This will be your chance to make your own list of sense words. Before you begin, fill in these blanks. Read over your words. If you are not sure of the spelling, try to find the word in a dictionary. Before you type the words, exchange your paper with a classmate and read each other's list. Talk about whether the words really do make the other person use the sense. Make any changes. Type the list.

SIGHT	SOUND	SMELL
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________

TASTE	TOUCH
____________	____________
____________	____________
____________	____________
____________	____________
____________	____________

****

Activity 3

When you write, it sounds boring if you always use the same words. Everything is not nice, happy or sad. Type these words, and then write four other words that mean the same thing:

1. happy __________ __________ __________ __________
2. sad __________ __________ __________ __________
3. cold __________ __________ __________ __________
4. hot __________ __________ __________ __________

****

Name ______________________________ Date ________________

SENSE SENTENCES

Activity 4

Type the first part of these sentences. Complete each one with sense words.

1. A snowflake tastes like ______________________________
2. A raindrop feels ______________________________
3. The baby puppy feels like ______________________________
4. The sound of someone eating celery is ______________________________
5. The old house smells like ______________________________
6. The rainbow looks like ______________________________
7. The fireworks ______________________________
8. The ocean waves ______________________________
9. The fans at the baseball game ______________________________
10. The mud ______________________________

* * *

Activity 5

This is a challenge activity. Choose 2 items from each list. Write a sentence for each that appeals to the correct sense.

SIGHT
1. bus
2. best friend
3. moon
4. forest
5. old man

SOUND
6. fire engine
7. washing dishes
8. cats fighting
9. traffic jam
10. ocean waves

SMELL
11. a hospital
12. a garden
13. new car
14. cinnamon
15. movie theater

TASTE

16. dill pickle
17. pizza
18. chocolate ice-cream
19. meatballs
20. a lime

TOUCH

1. an icicle
2. whiskers
3. wet sand
4. kitten
5. cactus

* * *

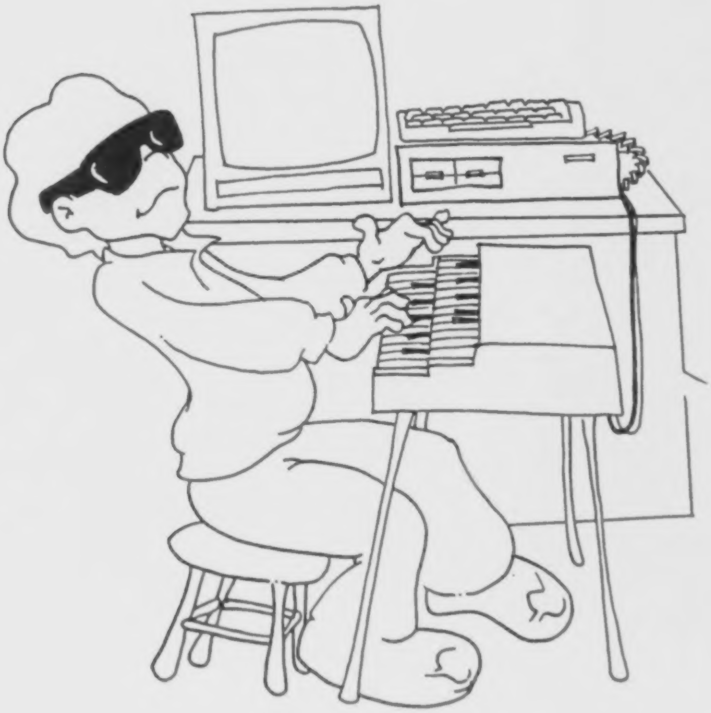
Edit and save your work.

TOPIC 20 - WRITING ABOUT MUSIC

FILENAME = MUSIC

Name ________________________ Date ______________

ALL ABOUT MUSIC



What is happening in this picture? ______________________

____

What do you think computer music sounds like? ______________

____

Name ______________________________ Date ______________

You have already learned the many jobs of computers. One of the latest is to make music. Why do you think people like music?

____

Activity 1

Your teacher will play several different songs. While the songs are playing, type how they make you feel.

****

Activity 2

Some people spend a lot of money on records, tapes, stereos and radios. In this activity, you will get a chance to write about music.

When you type these sentences, fill in the lines with your own words:

1. I like music because ______________________
2. My favorite song is ______________________
3. ______________________ is my favorite singer.
4. My favorite singing group is ______________________
5. I __________ like to sing because I have a

   ____________________ voice.
6. People say I sound like a ______________________ when I sing.
7. Music videos are ______________________
8. If I could buy a new record, I would buy ____________________

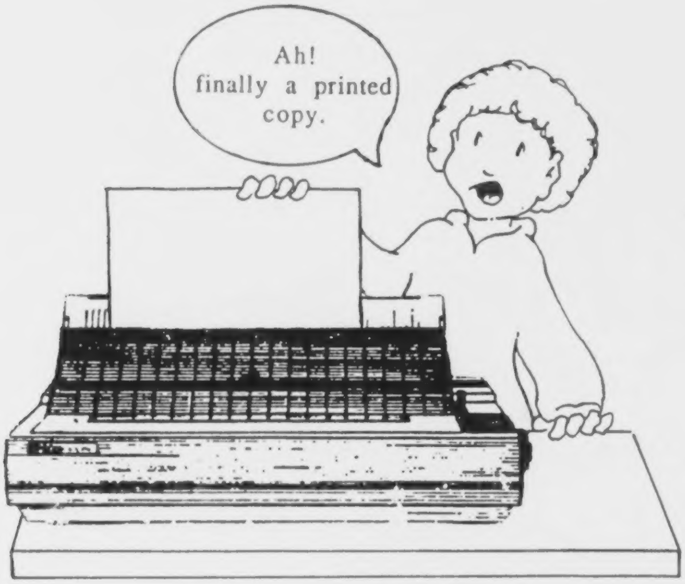
   because ____
9. I __________ to dance to ____________________ music.
10. I think I am a ____________________ dancer.
11. My mother thinks I play the radio ____________________
12. I think country music is ____________________
13. Classical music makes me feel ____________________
14. Rap music is ____________________
15. My favorite radio station is ____________________

Edit then save your file.

TOPIC 21 - PRINTING A FILE

Name ______________________________ Date ______________

USING THE PRINTERS IN YOUR COMPUTER LAB



These are some important things to know about printing:

1. The cables that connect your computer to the printer are very sensitive. Do not pull on them or they won't work right. Always remove them carefully.
2. The paper must be in the correct position.
3. Never force any of the printer controls. Most printers have plastic parts that break easily.

HOW TO USE YOUR PRINTER

There are a number of different printers that your lab might have. Your teacher will explain the way your printers are used. Make a list of the most important things to remember about your printers:

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

Name ____________________ Date ____________

GETTING A FILE ON THE SCREEN TO PRINT

Instead of typing a new file, you will get a copy of a file you have saved on your data disk. Your teacher might decide that everyone should print the same file, or you may be allowed to choose one. Follow your teacher's directions. If you need a review on how to get an old file back on the screen, do the following:

1. When you have the A>, remove the DOS and place your program disk in the A drive. Place your disk in the B drive.
2. Type DIR B:/P <ENTER>.
3. Look through your list of files. Find one that you would most like to print.
4. Type ED B:(THE NAME OF THE FILE).
5. Press <ENTER>.
6. Press ESC to make the file appear on your screen.

PRINTING A FILE

Your teacher will assist you if you have problems in printing your file. Make sure the paper is in the right position and that the cable is connected and that the switches are on. Follow these directions:

1. Press F1.
2. Press F7.
3. You will see the name of your file to print. Press the <ENTER> key.
4. Press <ENTER> again.
5. The last part of the next message will say "F10:Printer is Ready."
6. Press F10.
7. A print menu will appear.
8. Press F10 again.
9. What happened? ____________________
10. If your copy is not printed, check the cable and switches. Then, carefully go through the steps again.

TOPIC 22 - USING INSERT AND DELETE

FILENAME = FEEL

Name ______________________________ Date ____________________

WRITING AND EDITING POEMS

When you write a poem, every single word counts. Read your poem carefully. Delete words that do not fit. Insert better ones. Use your word lists to help you. A good short poem can take a long time to write, but the enjoyment you get makes it worthwhile.

Activity 1 - Poems about feelings

In this activity you will write short poems about your feelings.

Read these examples:

Love is .....
holding hands
a warm heart
smiles and hugs
a strong shoulder
to cry on.

Beauty is ...
my grandmother's smile
Christmas tree lights
a new pink party dress
New York City at night
big red roses in spring.

Happiness is...
a great report card
a winning team
a new pair of sneakers
Saturday morning
the last day of school.

Peace is...
people sharing and caring
fresh fallen snowflakes
the early morning sky
moonlight and stars
long, lazy summer walks.

****

Your assignment is to type three or four poems on your computer screen. These are some of the topics you can use for your poems:

Beauty
Silence
Anger
Hate
Caring
Freedom
Kindness
Peace
Sadness
Life
Love
Happiness
Loneliness
Wisdom
Joy
Wonder
Fear
Birth

****

Name ______________________________ Date ______________

Activity 2 - Poems about colors

What is your favorite color? ______________________________

Why? ______________________________

What is your least favorite color? ______________________________

Why? ______________________________

In this lesson, you will be able to write what that color means to you in a poem. Write at least two poems in which you write about one color in each. In another poem combine more than one color to describe something.

Before you write original poems, read these:

Red
Soft rose petals
Strawberry jam
Cool watermelon slices
A Valentine's heart
Red can be feelings
Of warm, glowing love.

Blue is the color of
My best friend's eyes
My baby brother's blanket
The clear summer sky
A flowing mountain stream
A bluebird in the tree
My feelings when I'm sad.

The colors of summer...
bronze bodies
powder blue skies
hot pink tank tops
frosty ice-cream cones
lime green bathing suits
freshly mowed emerald lawns
fire-engine red boogie boards

Green...
The color of limes
and sour granny apples.
The grass that grows so tall
And the leaves that will fall
Green is parks and yards
Green is Mother Nature's
Favorite shade.

* * *

Edit and save your poems.

* * *

MAKING A BULLETIN BOARD

1. Print your favorite color poem.
2. Draw a picture for the poem on drawing paper.
3. Color it with the color you have written about.
4. Help your class make a COLORS bulletin board.

TOPIC 23 - USING INSERT AND DELETE

Name ______________________________ Date ____________

Inserting and Deleting

Have you noticed how the insert and delete commands are helping to make your writing great? You will practice them again in this lesson as you write poems about holidays and places.

Activity 1 - Holiday poems

THANKSGIVING

Thanksgiving Day
Cranberries, pumpkin pie,
Whipped cream, sweet potatoes,
A big fat steaming turkey.
After dinner I look at my
Stomach and see that the
Turkey was not as fat as
ME!

CAN YOU GUESS?

I heard a star singing,
I heard an elephant laugh,
I touched the rising sun,
I rode a flying dinosaur,
I saw a hippo ride the waves,
I saw the sun turn green,
I finally remember
April Fools is here!

ST. PATRICK'S DAY

Smiling crowds line the street
A parade of red-haired
lassies dressed in green.
"Top of the morning," they
smile and sing.
While emerald bagpipes
play sad, lonely tunes.
With wind and warm sunshine
at my back.
I see Spring marching
down 5th Avenue

VALENTINE'S DAY

February, the frosty month,
We shiver as we run to school.
We dream of surf and sand and sun,
We yearn to pack our coats away,
There is one thing that makes me smile,
The love we feel we get to show,
With chocolate in lacy dress,
with bouquets of pink and red happiness,
With hugs and kisses for all those we love best.

THE FOURTH OF JULY

The explosion roars through the hot, dark night
Then sparks shimmer as all eyes look to the sky
Fiery reds, glimmering whites, and streaks of blue
Like radiant bolts of lightning, the fireworks dance
America is beautiful! America is free!
What a celebration for all the world to see!

Name ______________________________ Date ________________

****

Your assignment is to type five poems about holidays. To help get you started write words that you think of when you hear the name of these holidays):

New Year's Eve ______________________________
Valentine's Day ______________________________
St. Patrick's Day ______________________________
Easter ______________________________
Christmas ______________________________
Thanksgiving ______________________________
Halloween ______________________________
July 4th ______________________________
Hannukkah ______________________________

****

Name ______________________________ Date ______________

Activity 2 - Poems About Places

What's your favorite place? ______________________________

Writing about places can be a lot of fun. You just have to close your eyes and imagine being there.

In this lesson you will type three poems about different places. Try to appeal to the five senses. These are examples:

A Movie Theater
The noisy crowd pushes forward, trying not to be late.
Aroma of fresh buttery popcorn makes my stomach growl
Soft chocolate melts in my mouth.
Darkness as I open the door.
Then I see a new Batman soar.

A Day at the Museum
The dinosaurs of the distant past
Eskimo costumes, Mexican sundials,
The chants of the American Indian dance
Long staircases, crowds at lunch, tired feet
The cool, fresh air as I greet my world again.

Read this list of places. Choose three and type your poems.

1. a supermarket before Thanksgiving
2. a park after a big storm
3. a game at a huge stadium or arena
4. a hot day at the ocean
5. a pizzaria with a big lunch crowd
6. a bakery before a holiday
7. a dentist's office
8. a fish store
9. a gas station
10. your backyard
11. your room when it's messy
12. your classroom
13. a wedding
14. an expensive restaurant
15. outer space
16. the mountains
17. the school lunchroom
18. a crowded bus or train
19. a busy airport
20. your favorite place - name it

****

Edit and save your work. Print your poems.

TOPIC 24 - WRITING AND EDITING NATURE POEMS

Name ______________________________ Date ____________________

POEMS ABOUT NATURE

Even though you live in a big city, it is easy to appreciate nature. You just have to look a little harder for it. In the next set of poems, you will read and write about nature.

Read these poems. Look for the ways they appeal to your five senses.

CLOUDS

Fluffy cotton balls
Float high above the birds
Looking light and lovely
Take me for a ride!

MOUNTAINS

Jagged tips in the heavens
Silvery, snow-capped cones
Rise up slowly then drop
Nature at its peak.

THUNDERSTORM

The skies suddenly grow dark
The quiet before the roar
Thunder groans and grumbles
The silvery lightning streaks
Then the coolness of the rain.

RAINBOW

The rain's glorious end,
Shades of faded, pink light
blue and pale yellow.
Show me your pile of
gold at the end.

* * *

Activity 1 - Try to create sense descriptions of some of the words that are a part of nature. Write at least four different poems. Use your word lists. These are some nature words:

1. sun
2. moon
3. stars
4. clouds
5. mountains
6. forest
7. ocean
8. river
9. flowers
10. trees
11. lightning
12. thunder
13. wind
14. rain
15. snow
16. fog
17. hail
18. rainbow
19. sky
20. lake

* * *

Edit your poems by inserting and deleting words.

Name ______________________________ Date ______________

NATURE POEMS ABOUT SEASONS

What is your favorite season? ______________________________

Why? ______________________________

What is your least favorite season? ______________________________

Why? ______________________________

Activity 2 - When you write poems about seasons, close your eyes and try to imagine how each season feels. Use your word lists. Remember that every word counts in a poem. Write at least one poem for each season. Use the nature word lists.

What are the four seasons?

____________ ____________ ____________ ____________

Read these examples:

Autumn...
Burnt orange, red,
  yellow and brown leaves.
Magnificent color display.
Like butterfly wings.
Several still decorate almost
  bare trees,
Clinging for life.
Winter peeking over the hill.

Winter
Snowflakes fall like feathers
As frost paints my window
Slippery, glittering ice
Feels slick when I walk
The wind bites my nose
Empty nests in bald trees
Aching for a new life.
Spring, come soon.

Spring is a party
The daisies dance.
The lilacs laugh.
The music is played by
  birds singing happy tunes,
Mother Nature's paintbrush
  busily decorates the earth,
I am an invited guest,
When nature wakes up the world,
I, too, am in a party mood.

Summer is...
Emerald green lawns
Bolts of lightning
Thunder exploding like
  boxers in a ring.
Refreshing, smashing waves
  cooling hot bodies in the sand,
Flowers dancing in the breeze
  like ballerinas on a stage.
Summer, live forever.

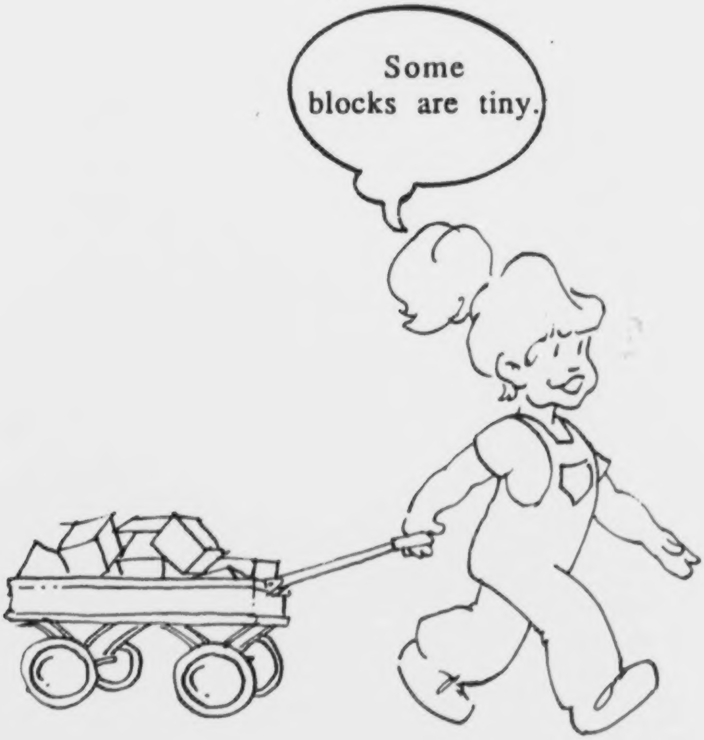
* * *

When you finish, edit your work. Then, save the file. Print your poems.

TOPIC 25 - MOVING A BLOCK FILENAME - MOVE

Name ______________________________ Date ______________

WHAT IS A BLOCK?


Some blocks are tiny.

What do children usually do with blocks? ______________________________

One of the best things about using a word processor is that you can move sentences and paragraphs to different places on the screen. You can also make one or more copies of various parts of a file and erase small or large sections in a matter of seconds. This saves time and energy. The word or group of words that is treated as a single unit is called a block. You will use some new function keys for these block commands. Before you learn them, write what these function keys allow you to do:

F1 and F3 ______________________________

F9 ______________________________

F7 ______________________________

SHIFT F8 ______________________________

F1 F7 F10 F10 ______________________________

Name ______________________________ Date ____________________

USING THE MOVE COMMAND

This is your chance to write about the people in your life. When you finish, you will learn to use the move command.

Activity 1 - Type these sentences, completing them with your own words.

My best friend's name is ______________________________

The reason I like this person is ______________________________

The most fun thing we ever did together was the time we ____________________

____

We like to stay over at each other's houses because ____________________

____

This is the story of how we met. ______________________________

____

****

Activity 2 - Make two lists. The first one will be the five things that make a good friend. The second will be a list of what makes a bad friend.

A GOOD FRIEND IS A PERSON WHO

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

A BAD FRIEND IS A PERSON WHO

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Name ______________________________ Date ______________

Activity 3 - Complete these sentences about a relative.

My favorite relative is ______________________________

I feel this way because ______________________________

The best time we ever had was when ______________________________

I wish we could ______________________________

This person makes me feel ______________________________

****

Activity 4 - Complete these sentences about neighbors.

My favorite neighbor is ______________________________.

The reason is ______________________________.

The worst neighbor I have is ______________________________.

The reason is ______________________________.

****

Activity 5 - Part of going to school is having to deal with different kinds of teachers and students. Complete the activity you see here on your screen:

A good teacher is one who ______________________________.

I like students to be ______________________________.

I don't like a teacher who ______________________________.

I don't like it when students ______________________________.

****

Edit your work by inserting and deleting. Save the file. Go on to the next part of the worksheet to learn the move command.

Name ______________________________ Date ______________

MOVING A BLOCK

Use the five activities you have just typed for these move block practices:

MOVING BLOCKS - PRACTICE 1 - Follow these instructions to move a block:

1. Place the cursor on the first word of the first letter of the first word of the first sentence in Activity 1 (My).
2. Press F6.
3. Notice the top of the screen. "Reform-" will change to a highlighted "Marking." This means that the program is marking the beginning of the block to be moved.
4. Move the cursor to the end of the sentence with the right arrow key. The highlighting will cover the entire name of your best friend.
5. Press F6 again.
6. Move the cursor below the last sentence of Activity 1. Make sure it is at the left margin.
7. Press F6 again.
8. Press F5 to return the top line to "Reform-".
9. It may be necessary to reformat the paragraph if it seems to go off the screen at the right. Press F7 if that has happened.
10. Try moving the sentence back to the original location.

****

MOVING BLOCKS - PRACTICE 2

Move the cursor to the first list "A GOOD FRIEND IS A PERSON WHO" in Activity 2. Move the entire list under that heading below the second list.

****

MOVING BLOCKS - PRACTICE 3

Switch the third and fourth sentences in Activity 3.

****

MOVING BLOCKS - PRACTICE 4

Move the two sentences about a favorite neighbor below the two sentences about your worst neighbor in Activity 4.

****

MOVING BLOCKS - PRACTICE 5

Move the two sentences about a good teacher in Activity 5 below the sentences about things about teachers you do not like. When you finish, move them back again.

TOPIC 26 - COPYING A BLOCK FILENAME = COPY

Name ______________________________ Date ______________

USING THE COPY BLOCK COMMAND

After you have completed these two activities, you will learn the copy block command.

Activity 1 - Type these sentences filling in the blanks with your own words.

1. My favorite animal is __________ because ______________________.
2. The scariest animal is a __________ because ______________________.
3. The cutest animal is a __________ because ______________________.
4. If I could have any animal, it would be a ______________________.
5. I would name it ____.
6. I would feed it ____.
7. It would sleep in ____.
8. Two things I would do with it are ____________________________

   and ____.
9. The best thing about having a pet is ______________________.
10. The worst thing about having a pet is ______________________.

****

Activity 2 - In addition to those animals, there are or might have been, other living things in our world. Type a sentence to describe each of these:

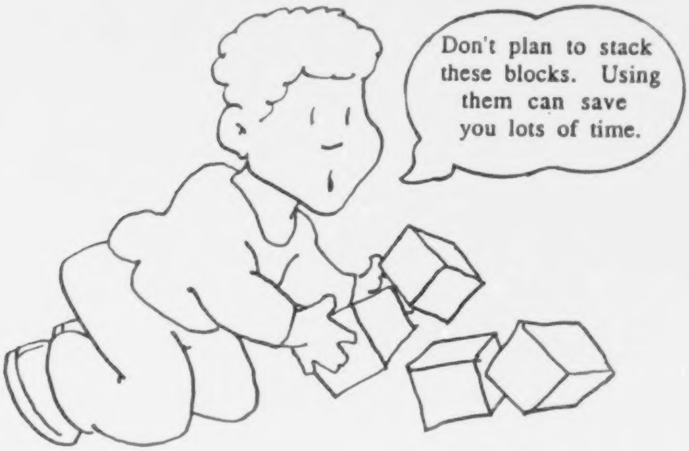
1. a spider
2. a snake
3. a giraffe
4. a cow
5. an elephant
6. a German Shepherd
7. a parrot
8. a monkey
9. a polar bear
10. a dinosaur
11. a lion
12. a pony
13. a rabbit
14. an eagle
15. a cockroach
16. a mosquito
17. a deer
18. a toad
19. a fly
20. a unicorn

****

Edit and save your work.

Name ______________________________ Date ______________

COPYING A BLOCK


Don't plan to stack these blocks. Using them can save you lots of time.

PC-Write has another block command that can be very useful. You can copy words, sentences, or paragraphs.

COPYING BLOCKS - PRACTICE 1

Use Activity 1 for this practice. Follow these steps to use the copy block command:

1. Place the cursor on the first word of the first sentence.
2. Press F3.
3. Move your cursor to the end of the ten sentences. Notice the highlighting.
4. Press F3 again.
5. Move the cursor down two lines. Press F3.

   What happened? ______________________________

6. Notice that the words appear in the original location as well as the new one.
7. Press F5 to remove the "Marking" command.
8. Use the PG UP and PG DN cursor movement keys (3 and 9) to try to get the entire file on the screen.

****

COPYING BLOCKS - PRACTICE 2

Use Activity 2 for this practice. Move your cursor to the first word of the first sentence. Follow the directions that you used for COPY BLOCK - PRACTICE 1. Make another copy of the 20 sentences.

TOPIC 27 - DELETING A BLOCK

Name ______________________________ Date ____________________

USING THE DELETE BLOCK COMMAND

If you could have anything to eat right now, what would you choose? ____________________.

In this activity, you will get a chance to write about one of the best things in life - food. When you finish, you will practice the delete block command.

Activity 1 - Type a list of your ten favorite foods. Put your #1 favorite first.

* * *

Activity 2 - Type a list of the ten foods you do not care for. Start with the one you like the least.

* * *

Activity 3 - Type these sentences finishing them with your own words:

My favorite breakfast is ______________________________

My favorite lunch is ______________________________

My favorite after-school snack is ______________________________

My favorite bedtime snack is ______________________________

* * *

Activity 4 - Think of your favorite dinner. Type these sentences completing them with your own words:

For an appetizer I would have ____________________.

I would order ____________________ soup.

For my salad dressing I would choose ____________________.

I would have ____________________ for my main course.

The two vegetables I would order are ______________ and ______________.

I would finish off my meal with ____________________ for dessert.

I would order ____________________ to drink.

Save this file.

Name ______________________________________ Date ____________________

Activity 5 - Imagine that your parent said you were in charge of making Sunday dinner. Type these sentences filling in the blanks with your own words:

On Saturday morning my parent told me that I would have to make Sunday dinner.
I made a long list and went to ____________________ supermarket. I spent
____________________.
The first thing I did ______________________________________.
After that I ______________________________________,
and ______________________________________.
Next I ______________________________________.
______________________________________.
I realized I better hurry and finish the ______________________.
The last thing I did was ______________________________________.
As my family sat down for dinner, I realized I had forgotten to
______________________________________.
Finally, we were all settled. My ________________________ at me and said.
"______________________________________."

****

Activity 6 - Do you know how to make lemonade from real lemons? Type these sentences completing them on the screen:

The first step in making lemonade is to get all the ingredients.

They are ______________, ______________, ______________ and ______________

The next thing to do is ______________________________________

Next you ______________________________________

After that ______________________________________

Finally, you ______________________________________

****

When you finish, edit all your work by inserting and deleting.

Save the file.

Name ______________________________ Date ____________________

THE DELETE BLOCK COMMAND

Be sure before you delete blocks. You may be sorry once the key is pressed.

With the delete block command you can delete small or large parts of a file. Make sure that the four activities you typed are saved. DO NOT SAVE THIS FILE AGAIN AFTER YOU DO THESE DELETING PRACTICES.

DELETING BLOCK - PRACTICE 1

1. Move the cursor to the first word of the last five foods you have on your list in Activity 1.
2. Press F4.
3. Move the cursor to the end of the food you have listed as number 10. The highlighting will appear.
4. Press F4 again.
   What happened? ______________________________
5. It has disappeared from the screen, but it is being held in the computer's memory. You can get it back on the screen by pressing CTRL and F4. Press those two keys.
6. Remove the highlighting with F5.
7. Now practice deleting the same block again. This time do not make it reappear.

****

DELETING BLOCK - PRACTICE 2

Move the cursor to the first food you typed in Activity 2. Delete the first five foods. Practice making the list return again.

Name ____________________________________ Date ________________

DELETING BLOCKS - PRACTICE 3

Delete the entire block in Activity 3.

* * *

DELETING BLOCKS - PRACTICE 4

Move your cursor to the sentences in Activity 4. Delete the entire sentence, "I would order ______________ soup." Delete the entire sentence, "The two vegetables I would order are ______________ and ______________."

* * *

DELETING BLOCKS - PRACTICE 5

Delete the entire paragraph in Activity 5. Use the keys to make it reappear again. Practice deleting it again.

* * *

USING BLOCK COMMANDS - PRACTICE 6

1. Use the copy block command to make a second copy of the sentences in Activity 6.
2. Mix the sentences up. Make sure they are in the wrong order. Use move block for this.
3. Put them back in order with move block.
4. Delete the second copy of the activity.

* * *

Complete the chart by writing the correct key on the blank.

* * *

KEYS USED FOR BLOCK COMMANDS

KEY	USE
________________	Copying a block
________________	Moving a block
________________	Deleting a block
________________	Removing highlighting
________________	Reformatting the lines

TOPIC 28 - FORMATTING THE SCREEN FILENAME = FORMAT

Name ______________________________ Date ____________________

HOW TO CHANGE THE LAYOUT

Formatting is changing the appearance of your word arrangement.

When you format the screen, you change the way it looks, or the layout. You will do this by learning to change the margins.

CHANGING THE MARGINS

When you type on the screen, you will notice that the word wraparound moves you to the next line. This happens when you get to the right margin. A margin is the blank space around a printed page. Sometimes you might want to change the margins. You might want them narrower or wider. With this program, it is very easy to change them. This is an example of wide margins:

This is what your
screen will look
like if you set a
wide layout margin.

Name ______________________________ Date ____________________

Activity 1 - Do the following to learn how to change margins:

1. Press F2.
2. Look at the special line on your screen. What does this line look like?

   ____

3. This is called a ruler line. The letter "L" tells you where the left margin is set. The letter "R" tells you where the right margin is set. Find both of them.
4. Each up and down line is one space. There are a total of 80 spaces going across your screen. The number 1 stands for 10, the number 2 stands for 20, and so on.
5. Where is the left margin set? ______________________________
6. Where is the right margin set? ______________________________
7. You will change the screen by doing the following:
   a. Move the cursor to the 3, which is 30 on your ruler line. Type a capital L. What happened?

      ____

   b. Move your cursor to 6 which is 60 on your ruler line. Type a capital R. What happened?

      ____

8. If you make a mistake when you are typing the "R" or the "L" on the ruler line, you can erase with the spacebar.
9. Press F2. Your margins should be set at 30 and 60.
10. Type the following:

    There are certain places where you see narrow columns. One is a newspaper. When you create your class newspaper at the end of this book, you will change your margins to make them wide for columns. Another place you might see this is in a magazine. Can you think of other places?

RESETTING MARGINS

Activity 2 - Do you think you could change the margins to a wide setting? This changing is called resetting. Follow the directions you used earlier in this lesson. Change the left margin to 10 and the right margin to 70. Hint: Begin by pressing F2. Move the cursor to 10 and type L. Move the cursor to 70 and type R. Press F2 again.

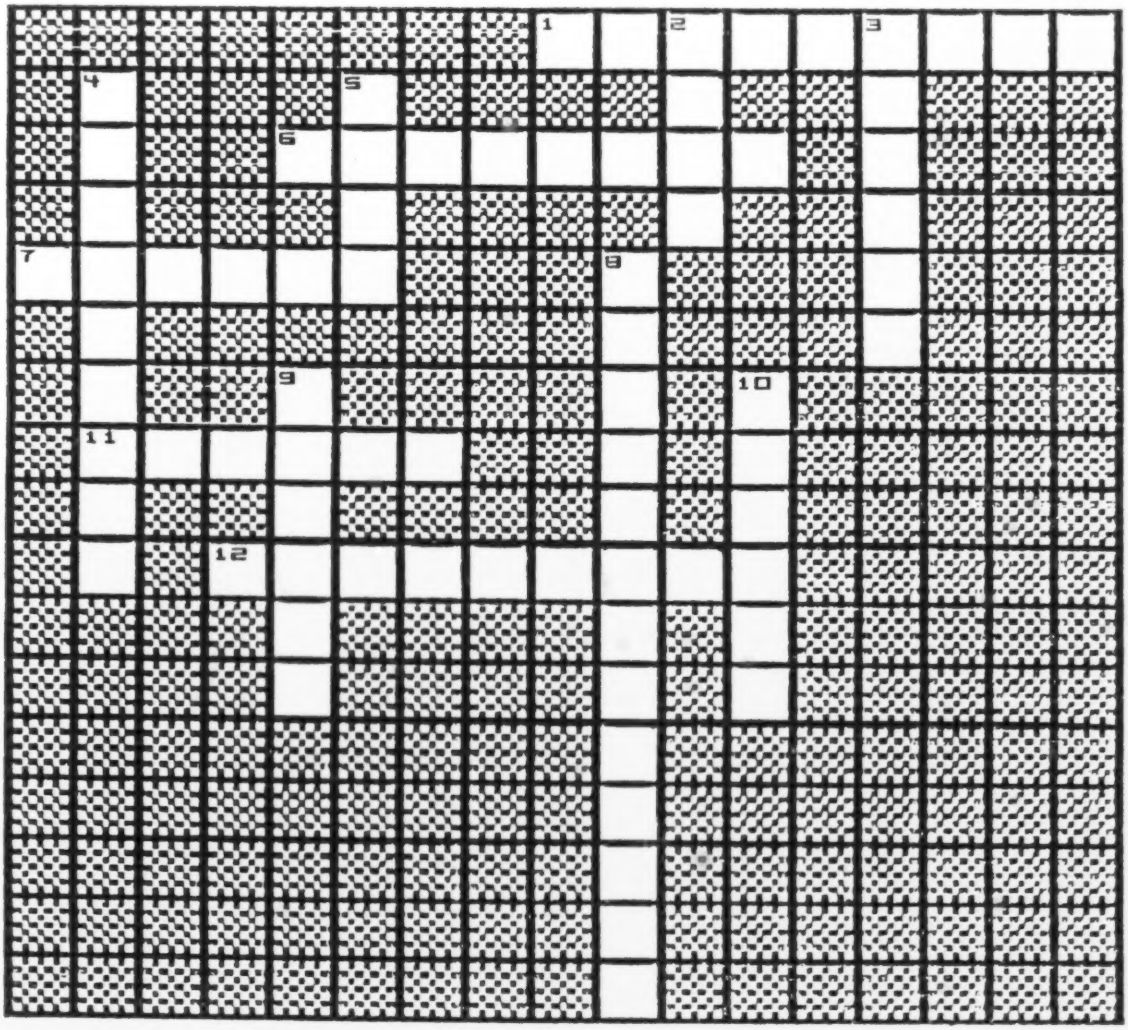
Did the paragraph you typed before change? ____________________ How?

____

Save the file.

Name ______________________ Date ______________

GOOD LUCK ON THIS CROSSWORD PUZZLE


1
2
3
4
5
6
7
8
9
10
11
12

The clues and word list are on the next page.

Name ______________________________ Date ____________________

CROSSWORD PUZZLE CLUES

ACROSS CLUES

1. shows where the left and right margins are set
6. the movement of a word to the next line
7. to change the appearance of the screen; also, to prepare a disk
11. to add letters, words, spaces or lines
12. the command that places a word or words in the middle of a line

DOWN CLUES

2. to put the software instructions into the machine
3. the way a page is formatted
4. moving the lines up or down on the screen
5. to start a computer
8. a list of files on a disk
9. to erase
10. the blank space around the edge of a page

WORD LIST:

BOOT
CENTERING
DELETE
DISKDIRECTORY
FORMAT
INSERT
LAYOUT
LOAD
MARGIN
RULERLINE
SCROLLING
WORDWRAP

TOPIC 29 - WRITING LETTERS FILENAME = LETTERS

Name ______________________________ Date ____________________

A LETTER WRITING ASSIGNMENT

There are two basic types of letters--friendly and business. When would you use each type? These are examples:

A FRIENDLY LETTER

January 1, 19__

Dear Charlie,

Happy New Year I hope you are healthy and happy to get off to a good start in 19__. I made only one New Year's resolution. I have decided to stop biting my fingernails. I hope I can keep this one. Did you make any?

Thank you very much for the Christmas gift. My old kite was a little too patched up. When you visit, we'll have my dad take us to the area by the Verrazano Bridge and watch my new kite glide over the waters.

Let me know when you plan to visit again. I hope to hear from you before too long.

Your friend,

Mark

* * *

A BUSINESS LETTER

2387 Avenue U
Brooklyn, NY 11229
May 31, 19__

Mr. John Delaney
Skiing Styles Inc.
789 North Shore Drive
Boston, Massachusetts 13456

Dear Mr. Delaney:

I just received my order for a ski jacket. I ordered a small jacket, but you sent a large one. It is #34 in the catalog and costs $89.50. Please send me a small red ski jacket, and I will return the large one.

Thank you for your cooperation. I would like my ski jacket as soon as possible.

Sincerely yours,

Jamie Johanson

Name ______________________________ Date ____________

LETTER WRITING ASSIGNMENTS

Many people find it difficult to write letters. Keyboarding letters is much easier because you can do it so quickly. You will type four different letters in this assignment

Activity 1 - A friendly letter

Type a letter to a friend or relative who does not live in your neighborhood. Try to make it interesting. Do not begin with "How are you? I am fine." Think of something more original. If possible, print the letter and send it to your friend.

****

Activity 2 - A suggestion letter

In this assignment you will type a letter in which you offer at least one suggestion. The letter will be to either the President of the United States, the mayor, your school's principal, your teacher, or one or both of your parents. Explain a problem, and then suggest a way that the problem could be solved. Print the letter. Mail it, if possible.

****

Activity 3 - A "just for fun" letter

This letter will be to a famous movie star, singer, ball player, or someone else who is very famous. In the letter you will explain why you admire this person. Tell the person how you would feel if you met him or her.

****

Activity 4 - A letter to a past president

In this assignment you will type a letter to George Washington or Abraham Lincoln. You will tell him about all the changes in America since he was president.

****

Edit and save your letters.

TOPIC 30: WRITING A STORY BEGINNING FILENAME = BEGIN

Name ______________________________ Date ________________

HOW DO YOU WRITE THE FIRST PART OF A STORY?

One of the hardest parts of writing a story is getting started. If you know what you should include in the opening, it is really not that difficult. The beginning of the story should tell the reader certain information. It should include the following:

1. The time - This could be the time of day. It could take place a hundred years ago or in the future. It could also be simply a season instead of the time of day.

2. The place - This should let the reader know exactly where the story is taking place. Describing words that make the reader "see" the place should be used.

3. The mood - Just as you can be in different moods, so can a story. It can be sad, happy, serious, mysterious, etc. The words you choose to describe the place usually set the mood.

4. The people - Usually the reader gets to meet one or two of the people in the beginning of the story. Try to describe them. They are called characters. Animals can be characters, too.

5. The problem - The beginning of the story should at least hint about the problem. Most stories are about problems that the characters must solve. Thinking of an interesting problem is a very important step in writing a story.

This is an example of a story beginning:

The sky was getting dark. It was only three in the afternoon, but it looked like early evening. Nicky and I had planned this canoe outing for weeks. Early May in upstate New York can be chilly, but the sun was pouring through the half-opened blinds as I jumped out of bed thinking of the day. We had gotten up early to listen to the weather report and pack our lunch. We heard nothing about a storm. As the waves began to move us about the icy waters, Nicky pulled his baseball cap down over his long dark hair as he flexed his strong arms and paddled faster. Even though we were both close in age, I was much smaller and thinner. He tried to keep me calm by saying, "Take it easy, Jimmy. I'll take care of you." It was easy for him not to worry. He was on the swimming team. I tightened my life jacket as I thought about my weak stroke. I couldn't wait for this day to end.

Name ______________________________ Date ______________

1. Where does the story take place? ______________________________
2. What time is it? ______________________________
3. Who are the characters? ______________________________
4. What do they each look like? ______________________________
____
5. What is the mood of the story? ______________________________
6. What is the problem? ______________________________
7. Close your eyes. Imagine these two boys in the icy waters with a storm coming. Have a class discussion about what might happen.

WRITING A STORY BEGINNING

You will get your chance to write a story beginning. Read the ideas for stories in the following list. If you cannot find one that you are interested in, think of your own. Before you begin typing, fill in the blanks to do a simple plan.

1. A person's first roller coaster ride
2. The day I lost my temper
3. Two people in a car accident
4. My most terrifying experience
5. An exciting ball game
6. An unwelcome visitor
7. A trip to a mysterious place
8. Noises in a deserted house on your block
9. My most embarrassing day
10. A big surprise

1. Where does your story take place? ______________________________
2. What time is it? ______________________________
3. Who are the characters? ______________________________
4. What is the mood? ______________________________
5. What is the problem? ______________________________

Type the beginning of your story. When you finish, read it to make sure that it includes everything from your plan.

SAVE YOUR WORK.

TOPIC 31 - FINISHING A STORY

Name ______________________________ Date ____________

HOW DO YOU FINISH A STORY?

In the last lesson you wrote the beginning of a story. Load your program and get the file BEGIN that you saved on your disk back on the screen.

What is the problem in your story? ______________________________

____

In this lesson you will continue your story. You should try to add three or four more things that happen to the characters before you end it. Think of it as building something. The problem should build to a point at which the reader does not want to put your story down because it is so exciting. Finally, the problem is solved and the story should end. Plan the rest of your story.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. The end - ______________________________

When your planning is done, do the following:

1. Type the rest of your story.
2. Think of a good title. Type and center it.
3. Read it when you finish and make any changes that would make it better. Get out your word lists to see if you can add a few good words.
4. Let one of your classmates read it to get his/her opinion.
5. Save the story.
6. Assist your teacher in printing the story.
7. Help make a class story book or a story bulletin board.

Name ______________________________ Date ____________________

STORY STARTERS

I can't wait to read your story.

Now that you know how to plan a story, choose one of the ideas and fill in the story plan on the next page.

1. A spaceship has just landed in your schoolyard.
2. You have been given a very unusual pet for your birthday.
3. You wake up and find you are living in a place where no one speaks English and no one has hair.
4. A genie has just granted you three wishes.
5. You win a prize of $1,000.
6. You are the hero of an important ballgame.
7. You have invented something very unusual.
8. You have just won a trip to any place on earth.
9. You have been asked to be in a movie.
10. You have just sold a million copies of your first record album.
11. You are principal for one day.
12. Your pet dog wakes up one morning and starts talking to you.
13. My heart was pounding as the dentist called my name.
14. I had never been in a snowstorm before.
15. Animals have taken over the world.
16. You are the new teacher of your class.

Name ______________________________ Date ________________

PLANNING YOUR STORY

Plan your story here. Do not write sentences, just ideas to help you write your best story ever.

1. I will write my story about topic _______ which is ________________
   ____
2. The time - ______________________________________
3. The place - _____________________________________
4. Character 1 (name and description) - ________________
   ____
5. Character 2 (name and description) - ________________
   ____
6. Other characters - ______________________________
   ____
7. The problem - ___________________________________
8. The story events -
   a. ____
   b. ____
   c. ____
   ____
9. The ending - ____________________________________
   ____

****

Do the following:

1. Read your plan again to make sure it is good. Make any changes that are needed.
2. Type your story.
3. Read it on the screen.
4. Use your editing and deleting keys to make corrections.
5. Use your word lists to find a few better words.
6. Save your story.
7. Print your story.

TOPIC 32 - WRITING ABOUT NEW YORK CITY FILENAME = YORK

Name ______________________ Date ______________

THE BIG APPLE

What comes to your mind when you hear the words, "The Big Apple?"

____

Why do you think it is called by that name?

____

Do you like living in New York City? ______________________

Why?

____

New York City has something for everyone. What are some of the good things about New York City? Write five of them on these lines.

1. ____
2. ____
3. ____
4. ____
5. ____

Name ______________________________ Date ____________________

Activity 1 - Making a Big Apple Bulletin Board

You will help your class make a special bulletin board. Before you begin typing, you will make an apple. Use red construction paper for the apple and green for the leaf and stem. Next, choose one of the ideas you wrote on the lines. Type a sentence about something special New York City has to offer. Make sure you type it so that it will fit on the apple you made. This is an example:

I
love
riding on
the roller coaster
and eating Nathan's
hot dogs and fries
at Coney Island

Print the sentence and paste it on the apple. Staple it to the Big Apple bulletin board.

****

Activity 2 - Typing newspaper articles

In the next lesson you will be creating a class newspaper. The paper will include articles about New York City. Choose one of these topics or think of your own. Type it. Use inserting and deleting commands to edit it. Finally, print the article.

1. A good New York restaurant
2. The museum you like best
3. Your favorite sports team
4. The aquarium or the zoo
5. A concert or play you have seen
6. Your favorite beach
7. The best place to shop
8. Famous places like the Statue of Liberty
9. The problem of too many people
10. How to clean up the city
11. Sitting in traffic jams
12. Is New York City safe?
13. The need for better parks in our city
14. If I were the mayor of New York City...
15. Why I will never leave the city
16. Why I can't wait to move out of the city

Name ______________________________ Date ______________

Activity 3 - Typing a letter

In this activity you will type a letter to a make-believe person who has never been to New York City and wants to know all about what it is like to live in a city, since he/she lives on a farm near a small town.

****

Activity 4 - New York City of the future

What do you think New York City will be like in the year 2025? Will you want to be here? If not, where will you move? Type a paragraph in which you will answer these questions. When you finish, print your paragraph. Draw a picture of the New York City of the future. Attach it to your paragraph.

****

Activity 5 - I LOVE NEW YORK paragraph

One of the mottos of New York City is I LOVE NEW YORK. Write a paragraph explaining why you love it.

SAVE YOUR WORK.

****

A Drawing Activity - Draw a picture of what you love about New York.

TOPIC 33 - CREATING A CLASS NEWSPAPER FILENAME = NEWS

Name ________________________________ Date ____________________

CREATING A CLASS NEWSPAPER

One of the best things about knowing how to use a word processor is being able to create a newspaper. This lesson will be a great chance for everyone to work together. Your newspaper can be like no other. It doesn't just have to be about the news that is happening right now. It can include work you have saved on your disk. Everyone from your class should have at least one article in the paper. Before you begin, your class and teacher should decide how long it will be and what it will include. Here are some ideas to get you started:

1. The New York City articles you wrote in the last lesson
2. Poems or stories you have saved on your disks
3. Sports articles - both professional and local
4. Opinion articles, such as How to Solve the Biggest Problem in New York
5. Comics
6. Horoscopes
7. An advice column, like Dear Ann Landers. (For this you can place a box in the room for students to drop their questions into.)
8. Jokes and riddles
9. News articles
10. Wanted and For Sale ads
11. Movie reviews
12. Record reviews
13. TV show reviews
14. News about famous people
15. School news

Committees should be formed so that each of you can work on the articles you are most interested in. Show off your finished papers to the other classes and to your relatives and friends.

GOOD LUCK! HAVE FUN!

A - Additional Word Processing Activities

MORE STORY WRITING ASSIGNMENTS

A TOY STORE ADVENTURE

You are locked in a toy store overnight. All the toys come alive. Write a story about the night.

****

A WHAT IF STORY

Write a "What if" story. These are some possible suggestions: WHAT IF...

School is now two months long. You are on vacation for ten months.

The sun is now shining all day and all night.

You are stranded on a desert island without any supplies.

You have become an animal. You can still understand English and speak, but you look like the animal.

No one in the world can talk.

You live on the moon.

****

TALKING ANIMALS OR OBJECTS

In this story, you will pretend that anything on earth can talk. Choose one of these topics and write a story explaining what they would say to each other.

Cards in a card store near a holiday
The sun, moon, and stars
Any two animals
Your shoes and clothes in your closet
The food in your refrigerator
Two computers

****

TEN YEARS FROM NOW

Write a story about you ten years from now. Tell what you will be doing, what you will look like, what you do for fun, and where you live. Also, explain how you have changed from how you are now.

WRITING ON YOUR COMPUTER

THREE WISHES

Imagine that you have been granted three wishes. One is for you. One is for a friend or a relative. The last one is for the whole world. Type a paragraph describing the wish you would make for each one.

****

MAGIC

Most people like to dream about what they would do if magical things happened. Type a paragraph on one of these:

1. Someone has just given you a magic wand
2. You have just gotten on a magic carpet
3. You could change into any animal or object

****

WRITING DIRECTIONS

Did you ever have to follow directions? If they are not perfectly clear, it can be confusing. Type directions to get to a particular place. Pretend that the person who will follow these directions knows nothing about the place. If possible, let someone see if he/she can follow the directions. These are a few examples:

1. Your house to your school
2. Your desk to the principal's office
3. Your desk to the school lunchroom
4. Your room to the closest pizzeria
5. Your house to the closest shopping mall

****

A "HOW TO" PARAGRAPH

There are many things that you can do. Did you ever have to teach someone? It is important not to leave out any steps and to keep the steps in order. Pretend that the person following your directions does not already know how to do the thing. Type a list. If possible, let someone see if your directions are clear. Here are some examples:

1. How to ride a bicycle, a boogie board or a skate board
2. How to cook something
3. How to play tennis or some other sport
4. How to use a computer
5. How to tie your shoes

****

THE PERSON I MOST ADMIRE

Choose the person you most admire. Type a paragraph explaining the reasons.

****

THE BEST PRESENT EVER

Think of the best present you have ever received. Type a paragraph telling what it was, why it was so special, and who gave it to you.

****

COMMERCIALS

Think of the commercial you think is the most memorable. Describe it. Then, write your own commercial for a product. Draw a picture to go with it. Present it to the class.

****

WRITING A PLAY

Play writing is best done in a small group. If possible three or four of you could sit at one computer and type it. You could rehearse it and present it to the class. If you have a videotape camera in the school, make a tape of it.

****

THE FOOD I EAT

Can you remember everything you ate and drank yesterday? Everyone knows that eating right makes a person healthy. To see what you are feeding your body, make a file on your computer disk named EAT. Keep track of everything you eat and drink. Each day for one week your teacher will allow you a few minutes to type the list into your computer. At the end of the week, print your file. Have a class discussion about good foods and bad foods.

****

USING YOUR COMPUTER TO TALK

You will sit with a partner for this activity. You will not be allowed to say a word. You will use the computer to ask your partner a question. Then, your partner will answer it on the computer. Continue until your teacher says to stop. Remember, no talking.

****

PICTURE STORIES

1. Find a picture in a magazine. Type a story to go with the picture. Print the story. Paste both of them on a piece of construction paper to hang in your classroom or room at home.
2. Write a story. Draw pictures to go with the story. Use crayons or markers to color them. Make a story display on construction paper. Hang it in your room or classroom.

****

WRITING BOOK REVIEWS

Hopefully, your classroom has a library of story books. You and your classmates could type reviews of all the books. Print the reviews. When a student wants to choose a book, he or she can read the reviews.

****

MAKING A TIME LINE

Making a time line is a very challenging activity. A time line is a list of things that happened in order from first to last. It is often used for social studies. This activity could be done in small groups. You would first look at library books or children's encyclopedias to learn about your topic. Then, you would type a short paragraph describing it. You could draw a picture or pictures describing the event. All the projects from the groups in the class could then be arranged in a time line. These are some ideas for time lines:

1. New York City from the Dutch settlers to the city today.
2. Space explorations
3. History of computers
4. American inventions from McCormick's reaper to the present

****

A SPECIAL FAMILY

No two families are alike. Yours is probably very different from your best friend's. Write a paragraph explaining why your family is special. Describe each member and explain how they help make your family special. If you have grandparents or other relatives living with you, don't forget about them. If you have pets, make sure to include them. Describe how they add to your family.

WRITING POEMS

RHYMING PRACTICE

Remind the class that many poems do not rhyme, but it is also fun to write ones that do. For practice have them type words that rhyme with these words. They will then type short rhyming poems.

go -
day -
see -
bag -
ran -
bed -
feel -
got -
wood -
run -
rule -
light
bit -

ice -
hold -
tall -
boat -
band -
spray -
lake -
moon -
cow -
black -
well -
kite -
funny -

****

WRITING TONGUE TWISTERS

In this assignment the class will type tongue twisters and challenge classmates to read them three times without making a mistake. Here are some examples:

Large lavender lizards leap lightly and land in the lilies.

Three tall trees tried to threaten twelve trolls traveling with trays.

A big bunch of blue and black balloons blasted backward beautifully.

****

WRITING POEMS ABOUT ANIMALS

The students will type funny poems about animals. These are two examples:

Kangaroos
Kangaroos must be happy,
They bounce like ground balls
Like they can't wait
To get where they are going.

Elephants
Elephants are wise,
Their memories hold
truth and lies,
Even though they are
big and fat,
They can be scared by
one little rat.

MORE STORY SUGGESTIONS

HOLIDAY BRAINSTORMING FOR STORY WRITING

Just before a holiday, have the class brainstorm to come up with a list of words that remind them of the holiday. Write the words on the board. Make sure everyone knows what each word means and how to use it. Have the students write stories trying to use many of the words.

This is an example of a word list for Halloween:

ghost
costume
witches
broom
cornfield
trick or treat
pumpkins
jack-o-lantern
scare
scream
black cats
spooky
terrified
dark
Dracula

* * *

A TIME CAPSULE STORY

Tell the class to choose a period of time. It can be the past or the future. They will then write a story about themselves living in that period. Tell them that they should look in several library books or children's encyclopedias to get some ideas of what life was like. Some examples of time periods are:

Time of the caveman
The time of the Pilgrims' arrival in America
During the American Revolution
During the Civil War
The Depression of the 1930's
The year 2025
The year 3000

* * *

USING YOUR IMAGINATION

In this assignment you will make up a story to explain something in nature. In the story, you will describe the event that caused the change. These are some topics you might use:

How did zebras get stripes?
Why did dogs start chasing their tails?
Why did the man move to the moon?
Why did elephants start growing trunks?
Why did skunks start smelling so strong?
Why did oceans decide to have such high waves?
Why did the necks of giraffes grow so long?